DOCUMENT RESUME

ED 275 726 TM 860 640

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TITLE State Educational Standards: A 50-State Survey.
INSTITUTION Educational Testing Service, Princeton, N.J.
REPORT NO ETS-RR-86-2
PUB DATE Jan 86
NOTE 141p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS Curriculum Development; *Educational Change; *Educational Policy; Educational Practices; Educational Principles; Elementary Secondary Education; Graduation Requirements; National Surveys; *Profiles; School Districts; School Schedules; Staff Development; *Standards; *State Programs; *State Standards; Student Evaluation; Teacher Certification; Teacher Education; Testing Programs
IDENTIFIERS *Standard Setting

ABSTRACT

This report presents detailed state-by-state descriptions of the range of state policies affected by the current education reform movement. It begins by presenting a typology of standards imposed by education decision-makers at the state, district and local level. This typology was used to identify, collect, and describe state-prescribed educational standards in effect in the 1984-85 school year. Profiles of state standards were developed for each of the 50 states, covering student standards (testing, high school graduation requirements, and attendance), teacher standards (teacher preparation, certification and relicensing, and staff development), and school and school district standards (length of school year, length of school day, curriculum mandates, and other standards). Each state revised drafts of the profiles and provided information on curriculum mandates. Chapter 1 summarizes the policies in effect across the 50 states and changes made by the states; Chapter 2 includes the 50 revised profiles. (LMO)

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RR-86-2

RESEARCH REPORT

STATE EDUCATIONAL STANDARDS: A 50-STATE SURVEY

Margaret E. Goertz

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Educational Testing Service
Princeton, New Jersey
January 1986

TM 860 640

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Chapter 1

The State Role in Setting Educational Standards

Introduction

In the last three years, a wave of education reform has swept the nation. Spurred on by more than a dozen national reports that spelled out what is wrong with American elementary and secondary education, governors, state boards of education and state legislatures established nearly 300 state-level study commissions, proposed countless education reform measures, and adopted many of the recommendations contained in the national reports. An Education Week survey reported that by the end of 1984, 43 states had raised their high school graduation requirements, 37 states had acted to institute statewide assessment of students, and nearly 30 states had made changes in teacher certification procedures, including the enactment of a teacher competency test. While few states increased the length of the school day or the school year significantly, many revised textbook selection procedures, updated curriculum guides or prescribed the objectives and the content of the curriculum taught in the local schools (Education Week, February 6, 1985).

Education writers and researchers have reported periodically on the states' reform activities. The National Commission on Excellence in Education and the Task Force on Education for Economic Growth summarized steps taken by the 50 states, local school districts and the business commmunity to address their recommendations (The Nation Responds: Recent Efforts to Improve Education and Action in the States). The Education

Commission of the States presented information on state high school graduation course work requirements and school attendance policies in its Education Leader, while researchers at Educational Testing Service published profiles of state policies affecting the preparation and certification of teachers (Goertz, Ekstrom & Coley, 1984). Education newspapers and journals focused on activities in specific states, reporting on the recommendations of state commissions and the substance of both successful and unsuccessful reform initiatives.

These reports have provided policymakers with a sense of where activity is taking place--that is, which states are enacting what kinds of reforms--and with information on a small number of policies across the 50 states (e.g., high school graduation requirements, admission standards for public colleges and universities, and teacher certification policies). To date, however, no one has compiled detailed state-by-state descriptions of the range of state policies affected by the current education reform movement.

This report is designed to fill that void. It begins by presenting a typology of standards imposed by education decision-makers at the state, district and local level. This typology was used to identify, collect and describe state-prescribed educational standards in effect in the 1984-85 school year. Profiles of state standards were developed for each of the 50 states, covering student standards (testing, high school graduation requirements and attendance), teacher standards (teacher preparation, certification and relicensing and staff development) and school and school district standards (length of the school year, length

of the school day and curriculum mandates). The last section of this chapter summarizes the policies in effect across the 50 states and changes made by the states. The individual state policies are contained in Chapter 2.

A Typology of Educational Standards

The term educational standards refers to a wide range of activities applied to a number of target populations for a variety of purposes. This section of the report presents a typology of standards imposed by education decision-makers. It describes four dimensions of educational standards: the type of standard, the target of the standard, the use of the standard, and the jurisdiction with the authority to set the standard.

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Insert Figure 1 about here
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Figure 1 places these dimensions in a matrix format. The first column presents the type of standard imposed; the top row of the table displays the target of the standard. The cells show how each standard can be applied to the target population and identify who may be responsible for setting the standard for that population.

Type of Standard

States and local school districts use three types of standards: performance, program and behavior. Performance standards measure an individual's performance through tested achievement, grades and observed behavior. For example, students may be expected to achieve a minimum score on a standardized test and/or to achieve a minimum grade point

Figure 1

Matrix of Educational Standards

TYPE OF STANDARD	TARGET OF STANDARD		
	STUDENTS	SCHOOLS/LEAS/IHES	TEACHERS
I. PERFORMANCE			
A. STUDENT TEST SCORES	Gatekeeping (S) Remediation (S/L) Tracking (L)	Planning (S/L) Monitoring (S/L) Accreditation (S) Resource Allocation (S)	Evaluation (L)
B. TEACHER TEST SCORES		Monitoring (S) Accreditation (S)	Gatekeeping and Diagnosis: Entrance into Teacher Education Programs (S/I) Completion of Teacher Education Programs (S/I) Certification and Re-Licensing (S)
C. GRADES	Gatekeeping (S/L)		Gatekeeping: Entrance into Teacher Education Programs (S/I) Completion of Teacher Education Programs (S/I)
D. OBSERVATION			Gatekeeping: Completion of Teacher Education Programs (S/I) Certification and Re-Licensing (S)
II. PROGRAM			
A. CURRICULUM	Gatekeeping: High School Graduation Standards (S/L) . Number of Courses . Type of Courses	Educational Opportunity: Range and Level of Courses Available Instructional Quality: Curriculum Guides (S/L)	Instructional Quality: Instructional Materials (S/L) In-service Training (S/L/I) Curriculum Guides (S/L)

( ) denotes jurisdiction with authority to set standard.
S = State government
L = Local School District
I = Institution of Higher Education

TYPE OF STANDARD	TARGET OF STANDARD		
	STUDENTS	SCHOOLS/LEAS/IHES	TEACHERS
II. PROGRAM (cont'd)			
B. PROGRAM		Educational Opportunity: Type of Program (S/L) . Academic . College Prep . General Education . Vocational Type and Availability of Special Programs (S/L) . Special Education . Compensatory Education . Bilingual/ESL	
C. OTHER		Educational Opportunity and Educational Quality: Time in School (S/L) . Number of Days . Number of Class Periods . Length of School Day . Length of Class Periods Class Size (S/L) Staff/Student Ratio (S/L) Type of Staff (S)	
III. BEHAVIOR			
A. ATTENDANCE	Age (S/L) Number of Days (S/L)		Number of Days (L)
B. DISCIPLINE	Rules/Code (L)	Rules/Code (L)	Comportment (S/L)
C. USE OF TIME	Homework (L)		Preparation Time (L) Time with Parents (L) Extracurricular (L)

average to graduate from high school. Prospective (and increasingly in-service) teachers may have to meet a minimum score on a proficiency test, achieve a minimum grade point average in their subject matter area, and/or be successfully evaluated in their classroom to obtain (or renew) certification.

Program standards include curricular requirements, programmatic requirements and other requirements affecting time in school, class size, and the number and type of individuals staffing the classrooms. In the area of curriculum, standards apply to the number and types of courses students must complete, the range and level of courses provided by schools and the content of their curriculum, and the content and structure of instructional materials used by teachers and used to instruct teachers. Programmatic standards apply to the type of program provided by the school (college preparatory, general education, vocational, etc.) and the type of programs available to serve students with special educational needs, such as the physically and mentally handicapped, students who are not proficient in English, and/or students in need of compensatory education services. Standards affecting behavior include attendance requirements, disciplinary codes and use of time in the school (amount of homework to be assigned, teacher preparation time, etc).

Target of the Standard

Educational standards can be targeted on five groups: students, teachers, schools, local education agencies (LEAs), and/or institutions of higher education (IHE). The same set of student test scores could be used by a school to identify individual students in need of remediation,

by the LEA to evaluate the performance of an individual teacher and by the state to monitor the performance of the school. Curricular standards can apply to students (the number and type of courses required for a high school diploma), to school districts (the range and level of courses that must be offered) and to teachers (curriculum guides for teaching or the content of in-service training).

Use of the Standard

Educational standards can be used in many ways. Test scores can be used to identify students in need of remediation (remediation), to assign students into appropriate educational treatments (tracking), to promote students from one grade to another and/or to allow them to graduate from high school (gatekeeping). Test results can be used to plan educational programs, to monitor the performance of schools or school districts, to accredit schools and LEAs and to allocate resources, such as state compensatory education aid. Standards can also be used to insure educational opportunity (by specifying curricular or programmatic requirements), instructional quality (mandating curriculum), and/or educational quality (establishing minimum class sizes, staff/student ratios and staffing requirements).

Who Sets Standards?

Standards can be set by state-level policymakers (legislators, state boards of education and state departments of education), local-level policymakers (local school boards and local school administrators) and by institutions of higher education. Standard-setting authority may

be shared across levels of government. For example, among states that require students to pass a minimum competency test, some use a statewide test with a state-established passing score, others allow individual LEAs to set their own cutoff scores on the statewide test, and still others permit LEAs to select their own test and estabish their own standards. Furthermore, local school districts may impose standards that exceed state minimums, such as more stringent course work requirements for high school graduation, a longer school day, and a lower minimum age for school attendance.

An Overview of State Educational Standards

Using this educational standards typology, we collected data on state standards affecting students, teachers, and schools and school districts. The information presented in the rest of this report pertains only to those requirements prescribed at the state level, generally by the legislature or the state board of education. In many states, local school districts (and even schools) may apply more stringent standards. In fact, there may be as much variation in some educational standards among districts within a state as there is across states.

The following section summarizes the state-prescribed educational standards that were in effect in 1984-85 and changes that took place across the states. The discussion follows the format of the individual state profiles presented in the next chapter: student standards (testing, high school graduation requirements, attendance and other policies),

teacher standards (teacher preparation, certification and relicensing and staff development) and school and school district standards (minimum length of the school year and school day and curriculum requirements).

Student Standards

Student Testing. In 1984-85, 42 states required that local school districts test public school students at some point(s) between grades 1 and 12. Thirty of these states test students using state-developed or state-selected tests and assess their performance against state-established performance standards. Four states operate statewide testing programs but give local school districts the discretion to set performance standards. The remaining eight states require local districts to test students in specified subject areas, but leave both the choice of the test and standards-setting to the local district. Two of these states--Connecticut and Indiana--implemented statewide testing in fall 1985.

The states all test basic skills, focusing primarily on mathematics, reading and language. A few states include writing, reasoning skills and citizenship as well, and three (California, Indiana and New York) include science and social studies. Three states have or are developing instruments that will assess a higher level of skills or achievement at the high school level. Students who pass the New York State Regents Examination, a series of subject matter examinations, and complete a more stringent set of high school course work requirements, receive a

special diploma, the Regents Diploma. California is developing the Golden State High School Achievement Tests as a way of selecting high school seniors for honors at graduation. Florida is in the process of establishing statewide student performance standards of excellence in mathematics, science, social studies and writing and developing tests to assess these standards.

States use their tests for the following purposes: (1) monitoring student, school and/or LEA performance; (2) identifying students in need of remediation; (3) as a requirement for grade promotion and/or high school graduation (gatekeeping); and/or (4) as a basis for allocating state compensatory education aid. As shown in Table 1, 26 states use statewide testing to monitor student performance, while 18 states use these tests for identifying students in need of remediation. Eighteen states require that students pass a minimum basic skills test before receiving a high school diploma and six states use test results as a requirement for grade promotion and/or as an exit test from eighth grade. In nine states, tests results are a criterion for allocating state compensatory education aid.

A number of changes occurred between 1982-83 and 1984-85 in the area of student testing. Ten states implemented new statewide testing programs (Connecticut, Hawaii, Idaho, Indiana, Maine, Minnesota, Mississippi, Pennsylvania, Rhode Island and Washington); 12 states expanded their minimum competency programs to include more grades (Arkansas, California, Louisiana, South Carolina, Tennessee, Texas and Vermont) and/or more subject areas (Arkansas, Florida, Georgia, New Jersey, New York, and

TABLE 1

Student Standards, 1984-85

State	Student Testing				High School Graduation Requirements			
	Monitoring	Remediation	Gatekeeping	Funds Distribution	Required Coursework	Exit Test	Attendance	Other
Alabama		X	X		X	X	X	
Alaska	X				X		X	X
Arizona	X		X		X	X	X	
Arkansas	X	X	X		X		X	X
California	X[a]		X[a]	X	X	X[a]	X	
Colorado							X	
Connecticut	X	X		X	X		X	
Delaware			X[a]		X	X[a]	X	X
Florida	X	X	X	X	X	X	X	
Georgia	X	X	X		X	X	X	
Hawaii	Being developed		X[b]		X	X[b]	X	X
Idaho	X	X[c]			X		X	
Illinois					X		X	
Indiana		X			X		X	
Iowa							X	X
Kansas	X				X		X	
Kentucky		X			X		X	X
Louisiana			X		X	X	X	
Maine	X				X		X	
Maryland		X	X		X	X	X	
Massachusetts	X[d]	X[d]					X	X
Michigan		X		X			X	
Minnesota	X				X		X	
Mississippi		X	X		X	X	X	
Missouri	X		X		X		X	
Montana					X		X	

TABLE 1 (continued)

State	Student Testing				High School Graduation Requirements			
	Monitoring	Remediation	Gatekeeping	Funds Distribution	Required Coursework	Exit Test	Attendance	Other
Nebraska	X[e]				X		X	
Nevada		X	X		X	X	X	
New Hampshire	X[a]	X[a,c]			X		X	
New Jersey	X	X	X	X	X	X	X	
New Mexico	X				X		X	
New York	X	X		X	X		X	
North Carolina	X		X	X	X	X	X	
North Dakota					X		X	
Ohio		X[a]			X		X	
Oklahoma					X		X	
Oregon			X[b]		X	X[b]	X	
Pennsylvania		X			X		X	
Rhode Island	X				X		X	
South Carolina		X	X		X	X	X	
South Dakota	X				X		X	
Tennessee	X		X		X	X	X	
Texas	X		X		X	X	X	X
Utah	X	X[d]	X[d]		X	X[d]	X	
Vermont			X		X	X	X	
Virginia			X	X	X	X	X	
Washington	X				X		X	
West Virginia	X				X		X	
Wisconsin					X		X	
Wyoming							X	

[a] State specifies competencies to be tested, but LEAs set performance standards.
[b] State requires assessment, but method other than test may be used.
[c] Local option.
[d] State requires assessment, but tests are developed locally.
[e] Districts may use state or locally-developed test.

Virginia); while 10 states enacted or implemented promotion gates or high school graduation requirements (Alaska, Arizona, Arkansas, Georgia, Louisiana, Missouri, New Jersey, South Carolina, Texas and Vermont).

High School Graduation Requirements. One of the principal recommendations of the National Commission on Excellence in Education was that high school students take more courses in the New Basics--English, mathematics, science, social studies and computer science. High school graduates should complete four years of English, three years of mathematics, three years of science, three years of social studies and 1/2 year of computer science. Two years of a foreign language were strongly recommended for college-bound students.

Forty-one states responded by raising course work standards for high school graduation. Nine states initiated (Connecticut, Florida, Maine, Nebraska and Wisconsin), reimposed (California), or substantially expanded (Alaska, Arkansas and Illinois) statewide high school course requirements. The majority of states increased the total number of courses required for graduation by one or two units, and specified that students take an additional year each of mathematics, science, English and social studies. These changes generally become effective with the graduating classes of 1987, 1988 or 1989.

As a result of this activity, 45 states now impose course work requirements, ranging from a total of 13 1/2 units to 24 units. Three-quarters of these states require between 18 and 22 units with most having core requirements of 12 to 14 units. As shown in Table 2, the general pattern across the states is to require four years of English, two to

TABLE 2

High School Course Work Requirements, 1984-85

	Effective with Class of...	Total Units	English	Social Studies	Mathematics	Science	Health and PE	Other
Alabama	1984	22	4	3	2	2	1 1/2	1/2
Alaska	1985	21	4	3	2	2	1	
Arizona	1987	20	4	2	2	2		1/2
Arkansas	1987	20	4	3	3/2*	2/3*	1	1/2
California	1987		3	3	2	2	2	1
Colorado	No statewide requirements							
Connecticut	1988	20	4	3	3	2	1	1
Delaware	1987	19	4	3	2	2	1 1/2	
Florida	1987	24	4	3	3	3	1/2	1 1/2
Georgia	1988	21	4	2	4		2/3	1 1/3
Hawaii	1983	20	4	4	2	2	1 1/2	1/2
Idaho	1988	20	5	2 1/2	2	2	1 1/2	1
Illinois	1988	16	3	2	2	1	4 1/2	1
Indiana	1989	19	4**	2	2	2	1	
Iowa	No statewide requirements						2	
Kansas	1988	20	4	3	2	2	1	
Kentucky	1987	20	4	4	3	2	1	
Louisiana	1989	23	4	3	3	3	2	1/2
Maine	1989		4	2	2	2		1
Maryland	1989	20	4	3	3	2	1	1
Massachusetts	No statewide requirements							
Michigan	No statewide requirements							
Minnesota	current	15	3	2			1	
Mississippi	current	18	4	2	2	2		
Missouri	1988	22	3	2	2	2	1	1
Montana	1989	20	4	2	2	2	1	3

TABLE 2 (continued)

	Effective with Class of...	Total Units	English	Social Studies	Mathematics	Science	Health and PE	Other
Nebraska	1988	200 credit hours, 160 hours of which will be prescribed by State Board of Education						
Nevada	1985	20	4	2	2	1	2 1/2	
New Hampshire	1989	19 3/4	4	2 1/2	2	2	1	1
New Jersey	current	14 1/2	4	2	2	1	4	1 1/2
New Mexico	1987	21	4	2	2	2	1	1
New York	1989	18 1/2	4	4	2	2		1
North Carolina	1987	20	4	2	2	2	1	
North Dakota	1985	17	4	3	2	2	1	
Ohio	1987	18	3	2	2	1	1	
Oklahoma	1987	20	4	2	2	2		
Oregon	1988	22	3	3 1/2	2	2		1 1/2
Pennsylvania	1989	21	4	3	3	3		2
Rhode Island	1989	16	4	2	2	2		
South Carolina	1987	20	4	3	3	2	1	
South Dakota	1989	20	4	3	2	2		1
Tennessee	1987	20	4	1 1/2	2	2	1 1/2	
Texas	1988	21	4	3	3	2	2	
Utah	1988	15	3	3	2	2	1 1/2	3
Vermont	1989	15 1/2	4	3	3	3	1 1/2	1
Virginia	1988	20	4	3	3/2*	2/3*	2	
Washington	1989	16	3	2 2/3	2	2	2 2/3	1
West Virginia	1985	20	4	3	2	1	1	
Wisconsin	1989	13 1/2	4	3	2	2	2	1/2
Wyoming	No statewide requirements							

*Must take 2 years each of mathematics and science and a third year of either mathematics or science.
**The third year of a foreign language may be substituted for the 4th year of English.

three years of social studies, two years each of mathematics and science, and one to two years of health and physical education. One-half of the states also require one year of another subject, generally a fine or practical arts course. Six states require students to take a one-semester career development or life skills course, while three require one-half to one year of vocational education. A one semester course in computer science is required in five states; five more include it in their college preparatory curriculum requirements.

A growing number of states are establishing more rigorous curricular requirements for their college-bound students. New York State has offered a separate Regents diploma for decades. To qualify, students must take three years of a foreign language and pass a series of subject matter tests in addition to the regular course work requirements. Four more states will offer "advanced" or "college preparatory" diplomas to students graduating in 1988 (Alabama, Missouri, Virginia and Texas), while another five states have defined course work requirements for their college preparatory programs (California, Delaware, Kansas, Rhode Island and Tennessee). In these states, students in the college preparatory programs must take two additional units to graduate, as well as additional courses in mathematics and/or science, two to three years of a foreign language and a semester of computer science.

Other Student Standards. Other trends have emerged as states tighten standards for student performance and behavior. First, a few states require that students maintain a prescribed minimum grade point average as a pre-requisite for participating in extra-curricular activities

(c.f., Texas and West Virginia), or to graduate from high school (Florida, Idaho). Second, a growing number of states are requiring that school districts establish written attendance, discipline, homework and/or promotion and retention policies. Finally, states are extending the number of years that students must attend school. In the last two years, two states raised the age or grade at which individuals can leave school. Six states either mandated kindergarten attendance or required school districts to offer programs to those children wishing to attend a kindergarten program.

Teacher Standards

Control over the certification and licensing of teachers dates back to colonial times when local school boards tested and interviewed teacher candidates to ensure the intellectual qualifications of those instructing the young. Such "local" certification was not transferable, however, and as state governance of education grew, state agencies assumed a central role in the certification of teachers. Initially, states required the completion of an approved teacher education program. Later, completion of a prescribed number of credit hours in specified areas, often with a minimum grade point average, became the criteria for certification. Most recently, states have begun to require more qualitative proof of teacher quality, most often in the form of testing. In 1984-85, 27 states required aspiring teachers to pass a state-prescribed, standardized test before entering a teacher education program and/or before being certified to teach. Similar requirements will become effective in 5 more states by 1987. (See Table 3)

Table 3

Use of Standardized Testing and Minimum GPA for Teacher Education and Certification, 1984-85

State	Entrance into Teacher Education		Completion of Teacher Education/Certifiction					
			Test					
	Test	Minimum GPA	Basic Skills	General Knowledge	Professional Knowledge	Specialty Area	Minimum GPA	Entry Year Assistance Program
Alabama	X	X			X	X	X	
Alaska					-			
Arizona	X	X	X		X		X	
Arkansas			X	X	X	X	X	
California			X					
Colorado	X						X	
Connecticut	X	X					X	
Delaware			X					
Florida	X	X	X		X			X
Georgia	X	X	X			X	X	X
Hawaii			(X)[a]	(X)[a]	(X)[a]		X	
Idaho							X	
Illinois								
Indiana				X	X	X		
Iowa								
Kansas	X	X	X	X	X		X	
Kentucky	X	X	X	X	X	X	X	X
Louisiana		X	X	X	X	X	X	
Maine			X	X	X			
Maryland								
Massachusetts								
Michigan		X						
Minnesota								
Mississippi	X		X	X	X	X	X	X
Missouri	X	X				X		
Montana							X	

[a] Requirement for employment, not certification

TABLE 3 (continued)

State	Entrance into Teacher Education		Completion of Teacher Education/Certifiction					
			Test					
	Test	Minimum GPA	Basic Skills	General Knowledge	Professional Knowledge	Specialty Area	Minimum GPA	Entry Year Assistance Program
Nebraska			X			X		X
Nevada			X			X		
New Hampshire			X					
New Jersey	X	X				X	X	
New Mexico			X	X	X	X		
New York			X	X	X			
North Carolina	X				X	X		X
North Dakota							X	
Ohio								
Oklahoma		X				X	X	X
Oregon	X	X	X					
Pennsylvania			X	X	X	X		X
Rhode Island								
South Carolina	X					X		X
South Dakota							X	
Tennessee	X		X	X	X	X	X	X
Texas	X					X		
Utah								
Vermont								
Virginia			X	X	X	X	X	X
Washington								
West Virginia			X			X		
Wisconsin								
Wyoming	X							

Teacher Preparation. Seventeen states require some (e.g. those attending public but not private colleges and universities) or all teacher education candidates to pass a state-prescribed test before entering a teacher education program, usually a basic skills or a college admissions test. Thirteen states have established a qualifying minimum grade point average, while ten states require both. All 50 states approve the content of teacher education programs and 38 of them establish minimum course hours in general education, professional studies and subject specialty. To complete a teacher preparation program, students must maintain a state-determined minimum grade point average in 19 states and/or pass a test of basic skills (5 states), a test of professional knowledge (3 states) or a test of subject matter (1 state). Six states require a competency-based assessment of the prospective teacher's skills.

Certification, Relicensing and Staff Development. Most states have multi-level certification which consists of initial, or entry-level, certification for individuals entering the teaching profession for the first time and a variety of procedures (such as certification renewal or advanced certification levels) for the further licensing of teachers.

The only universal requirement for entry-level certification is the completion of an approved program. In 21 states, this is the only requirement for certification. Twenty-nine states have established a testing requirement as well. These states vary considerbly, however, in the areas tested (such as basic skills, general knowledge, professional

knowledge and/or knowledge of teaching specialty), the tests used, and the minimum standards set for passing. Applicants for certification are tested in basic skills (21 states), general knowledge (12 states), professional knowledge (16 states), and/or knowledge of the teacher's specialty area (20 states). States use different test instruments to evaluate the capabilities of aspiring teachers and often set different passing scores for the same test. Ten states use their own tests, five use the Pre-professional Skills Test (PPST), 12 use the National Teachers Examination (NTE) Core Battery and 11 use NTE Specialty Area tests. Qualifying scores on the national tests vary. For example, the passing scores on the NTE Programs Test of Communication Skills range from a low of 637 to a high of 650 on a scale that can extend from 600 to about 690. The passing scores on the Specialty Area test, Education in the Elementary School, range from a low of 480 to a high of 600 on a scale that can extend from 250 to 990.

Eleven states also evaluate a beginning teacher's classroom performance before granting regular certification. In these states, teachers receive provisional certification when they complete their teacher preparation programs and meet other state requirements. They are formally assessed on their teaching performance during their first year(s) in the classroom as full-time teachers. The beginning teacher is observed and evaluated two or three times a year, using a state-developed instrument that covers classroom management, interpersonal skills, professional standards, etc. The evaluators, who are trained in this procedure, may recommend that the teacher (1) receive regular certification, (2) participate in in-service training and be re-evaluated or (3) not be certified.

Only two states, Massachusetts and New Jersey, grant a permanent license to first-year teachers, but 16 other states provide lifetime licenses to teachers who hold an advanced certificate. The remaining 32 states require teachers to renew their certificates on a regular basis and, with the exception of Illinois, base recertification on years of teaching experience, and/or completion of additional formal education and/or in-service training.

Sixteen states require teachers to participate in staff development programs. In most cases, these activities fulfill some recertification requirements.

School and School District Standards

Data were collected on three kinds of school district standards: minimum length of the school year, minimum length of the school day, and state-mandated curriculum. A majority of the states (29) require that students attend school a minimum of 180 days. Another 20 states have mandated shorter school years, but most of these (15) have a 175-day school year. Two states recently increased the length of their school years and another will increase its requirement by 1990. A fourth state is offering financial incentives to local school districts that lengthen their days from the state minimum of 175 days to 180 days.

Forty-five states require students to attend school a minimum number of hours a day. In some cases, the minimum includes non-instructional time; in others it does not, making direct comparisons across states difficult. In general, the length of the school day increases as students get older. The minimum school day is less than 5 hours for children in

grades 1-3 in 15 states, but is less than 5 hours for secondary school students in only four states. (See Table 4.) Ten states require children in the primary grades (1-3) to attend school at least 6 hours, while this requirement affects high school students in 19 states. Three states provide additional state aid to school districts that lengthen their school day beyond the state minimum.

Table 4

Minimum Length of the School Day, 1984-85
(number of states)

	Grades 1-3	Grades 4-6	Grades 7-12
Not specified	6	6	6
Less than 5 hours	15	5	4
5-5.9 hours	19	26	21
6 hours or more	10	13	19

The state role in curriculum development has shifted in the last decade from one of technical assistance to one of mandating courses of study, performance objectives and, increasingly, course content. States were asked about the existence of state-mandated curriculum for elementary and secondary education and subject areas covered by such mandates. Eight states responded that they mandate minimum course content in either the elementary or secondary school courses of study. Twelve more states establish learning objectives or learning outcomes for most subject areas and require local school districts to incorporate these objectives and outcomes, as well as any state-prescribed student performance standards,

into locally-developed curricula. Nine states develop model curricula or curricular guides for use by local school districts, but do not require LEAs to adopt tham. Finally, 13 states define subject areas and the number and types of courses that must be taught in all elementary and secondary high schools.

Summary

In the last three years, most, if not all states, have enacted some educational reform measures. The states were most active in revising high school graduation standards, generally requiring students to take additional courses in mathematics, science, English and social studies. Policies affecting the preparation and certification of teachers were also strengthened, as states added testing requirements to teacher education programs and certification procedures. States continued to expand their use of student testing as well, implementing new statewide testing programs, expanding existing minimum competency programs to include more grades or subject areas, and/or using test results as a requirement for grade promotion or graduation from high school. Finally, while few states extended the length of the school day or the school year, many began to prescribe the objectives and content of a core curriculum to be taught in the schools.

As a result of this activity, 42 states now test (or require local school districts to test) elementary and secondary school students, 45 states impose high school course work requirements, and 32 states require aspiring teachers to pass a state-prescribed, standardized test at some

point before being certified to teach. Yet, the substance and structure of these requirements varies widely across the country. The next chapter describes in greater detail the standards in effect in each of the 50 states in 1984-85.

Chapter 2

State Profiles

This typology was used to identify, collect and describe state-prescribed educational standards in effect in the 1984-85 school year. After reviewing descriptions of state policies in a number of publications, brief profiles were developed for each of the 50 states. Draft profiles were sent to each state education agency for verification, using The Nation Responds: Recent Efforts to Improve Education to identify respondents. Each state was also asked to provide information on curriculum mandates. Responses were received from all 50 states and the profiles were revised to reflect relevant comments.

The profiles included in this chapter are intended to provide a comprehensive source of information on each of the 50 states that is richer and more integrated than existing sources of information which usually take the form of cross-state charts and tables. The categories covered in the profiles are:

Student Standards

- Testing
- High School Graduation Requirements
- Attendance

Teacher Standards

- Teacher Preparation
- Certification and Relicensing
- Staff Development

School and School District Standards

- Length of School Year (minimum)
- Length of School Day (minimum)
- Curriculum
- Other

ALABAMA

Student Standards

. Testing

Students in grades 3, 6, and 9 began taking basic skills tests in mathematics, reading, language and handwriting in 1980. The basic skill competencies and performance standards are established by the state and test results are used to identify students needing remedial help. This testing program was fully implemented in June 1984. It culminates with the Alabama High School Graduation Examination (AHSGE). (See below.)

. High School Graduation Requirements

Students graduating prior to 1988-89 must complete 4 years of English, 3 years of social studies, 2 years of mathematics, 1 year of science and 3 1/2 years of health and physical education. A total of 20 units is required for graduation. Students completing high school in 1988-89 and thereafter may obtain a new standard or an advanced diploma. The new standard diploma requires one additional unit of science; 1/2 year home and personal management; 1/2 year health education; 1 year physical education; and 9 electives, for a total of 22 units. In addition, students are required to attain computer literacy by participation in related coursework.

The advanced diploma requires (beyond new standard diploma requirements) 2 units of any one foreign language; 1 of social studies; 1 of science; and 1 of mathematics. The additional 5 units required reduce electives to 4, for a total of 22 units. Students are encouraged to complete additional units.

Graduates of the Class of 1985 and thereafter must pass the AHSGE, a basic skills test in mathematics, reading and language in order to graduate from high school. The test, which is given first in the fall semester of 11th grade, was first administered in 1983-84. Every student has four opportunities to pass the test.

. Attendance

Students must attend school from age 7 through 16.

ALABAMA

Teacher Standards

. Teacher Preparation

Admission to teacher education programs is based on qualifying scores on the SAT or ACT, a minimum grade point average, and a passing score on the Alabama English Language Proficiency Test. Students must meet a minimum grade point average to complete the program.

. Certification and Relicensing

All candidates for certification must pass the appropriate test(s) of the Alabama Initial Teacher Certification Testing Program after completing an approved teacher education program.

Three classes of certification are available (Class B, A, and AA) based on the type of degree obtained (bachelor's, master's or sixth year) and amount of teaching experience. Initial certification is valid for 8 to 10 years. Continuation of certification requires earning additional credits or a prescribed number of years of successful full-time experience and participation in an approved professional development program.

. Staff Development

Participation in an approved professional development program is required for continuation of a teaching certificate. Local school districts determine in-service training needs and submit staff development plans to the State Department of Education for approval.

School and School District Standards

. Length of School Year (Minimum)

175 days.

. Length of School Day (Minimum)

Six hours, including lunch breaks and class change time. Instruction must take place a minimum of 360 minutes per day.

. Curriculum

Curriculum is mandated for both elementary and secondary education through courses of study which are provided by the State Department of Education.

ALASKA

Student Standards

. Testing

Assessment tests are given to students in grades 4 and 8 in the areas of reading and mathematics.

. High School Graduation Requirements

Until 1985, graduating seniors must complete a total of 19 units, including 1 year each of English, social studies, mathematics, science and health and physical education. Local school districts determine requirements for the remaining 14 units. Starting with the Class of 1985, students must complete 21 units, including 4 of English, 3 of social studies, 2 each of mathematics and science and 1 of health and physical education.

. Attendance

Students must attend school from age 7 through 15.

. Other

In order to participate in extracurricular activites, students must pass all of their courses in the previous semester with a minimum grade of D.

Teacher Standards

. Teacher Preparation

Criteria for admisison to, and completion of, teacher education programs vary by institution.

. Certification and Relicensing

All candidates for certification must complete an approved teacher education program.

Initial certification is valid for 5 years. Certificate renewal requires teachers to earn 6 additional credits during the 5-year life of the certificate.

. Staff Development

Most local school districts require staff development programs and all districts are allocated 10 in-service days a year. In-service courses are approved by the State Department of Education if the district applies for one of the 10 days of released time for in-service training.

ALASKA

School and School District Standards

- Length of School Year (minimum)

  180 days.

- Length of School Day (minimum)

  K-3: 4 hours.
  4-12: 5 hours

- Curriculum

The state department of education is developing a model curriculum in all subjects for grades K-12 under mandate from the State Board of Education. Local districts may adopt or adapt this curriculum, but must have a curriculum adopted by the local governing board.

ARIZONA

Student Standards

. Testing

Students in grade 1 through 12 are tested annually in grammar and mathematics. The test is a nationally standardized norm-referenced instrument.

. High School Graduation Requirements

Until 1987, graduating seniors must complete 3 years of English, 2 years of social studies, one year each of mathematics and science, a one-semester course on essentials of the free enterprise system, and a total of 18 units. Starting with the Class of 1987, students will need to take a total of 20 units for a high school diploma, including 1 additional year each of English, mathematics and science.

. Curriculum

Beginning with the 1986-87 school year, students must meet minimum competency requirements for promotion from grade to grade and exit from grade 8 and grade 12.

. Attendance

Students must attend school from age 8 through 16, and, under legislation passed in 1984, complete 10th grade. This replaced a requirement that students finish 8th grade before leaving school.

Teacher Standards

. Teacher Preparation

Selection into teacher education programs is the responsibility of individual institutions based on student grade point average and performance on the basic skills component of the Arizona Teacher Proficiency Exam. A minimum grade point average and a passing score on the basic skills and professional knowledge components of the Arizona Teacher Proficiency Exam are required for completion of this program.

. Certification and Relicensing

Currently, the Basic Certificate is valid for 6 years and can be renewed with an additional 5 credits or a specified amount of successful and continuous teaching. Beginning in October 1985, initial certification will become valid for 8 years, after which teachers will have to obtain a master's degree or 40 additional credits. A program of first year

ARIZONA

on-the-job evaluations of teachers by master teachers was pilot tested in 14 school districts.

School and School District Standards

- Length of School Year (minimum)

  175 days

- Length of School Day (minimum)

  K: 2 hours
  1-3: 4 hours
  4-6: 5 hours
  7-8: 6 hours
  9-12: 4 courses

ARKANSAS

Student Standards

. Testing

Since the 1981-82 school year, the state has been testing all students in the 4th grade and a sample in the 3rd, 6th and 8th grades in reading and mathematics. The State Board of Education sets minimum performance goals for diagnostic and monitoring purposes. Results cannot be used for grade placement or promotion. By June 1987, however, all students in grades 3, 6 and 8 will be tested in reading and mathematics and in the latter two grades in language arts, social studies and science. The state-developed tests will be used as diagnostic tools in the 3rd and 6th grade and as a promotion exam for 8th graders. These tests will also be used to monitor school performance. If fewer than 85 percent of students in a school meet state-established minimum standards, the school must participate in a state-administered school improvement program.

. High School Graduation Requirements

Through the 1985-86 school year, high school students must complete 16 units of courses to receive a high school diploma, including 4 years of English, and 1 each of social studies and health and physical education. Graduates of the class of June 1987 will be required to take an additional 2 years of social studies (or 1 year of social studies and 1 year of practical arts), 3 years of mathematics and 2 of science (or 3 of science and 2 of mathematics), 1/2 year of fine arts and a total of 20 units.

In addition, high school students must take at least 3 academic courses during their senior year.

. Attendance

Students must attend school from age 7 through 15. Starting in 1987, students cannot leave school until their 17th birthday. While kindergarten is not mandatory, by 1987 all districts must offer a kindergarten program to all who wish to attend.

. Other

Each local school district is required to have policies on discipline and homework in place by June 1987.

ARKANSAS

Teacher Standards

. Teacher Preparation

Criteria for admission to teacher education programs are established by individual institutions and minimum grade point average and test scores (NTE) are used to evaluate students completing these programs.

. Certification and Relicensing

Since February 1983, all candidates for certification must pass the NTE Core Battery and Specialty Area tests. Passing scores are established by the State Board of Education. A Standard Certificate is valid for 6 years (10 years with a Master's degree) and can be renewed with additional credits or 2 years teaching experience. Under legislation signed into law in 1984, all Arkansas teachers must pass a basic skills test in reading, mathematics and writing before June 1987 in order to retain their certification. Those who fail the test may retake it after remedial courses.

. Staff Development

Local school districts must develop and implement staff development and inservice training plans based on local needs and State Department of Education goals. There are two statewide staff development programs, one for teachers and one for administrators. The voluntary "Program for Effective Teaching" was initiated by the State Department of Education in 1979 and concentrates on improving the skills of teachers and college of education faculty.

School and School District Standards

. Accreditation

If a local school district does not comply with new accreditation standards by June 1987, it can be dissolved in accordance with the provisions of the Quality Education Act of 1983.

. Length of School Year (minimum)

The current minimum school year of 175 days will be lengthened to 178 days by 1987 and 180 days by 1990. The requirement for teachers will be 185 and 195 days respectively.

. Length of School Day (minimum)

The minimum length of a school day will be increased from 5 to 5.5 hours by June 1987. In addition, high school credits can be given only

ARKANSAS

for courses that meet a minimum of 225 minutes per week (275 for laboratory and vocational courses) for the full school year.

. Curriculum

Each accredited school must use course content guides developed by the State Department of Education as minimum standards. The K-8 basic skills continuum is used as the basis for setting minimum performance course content. All accredited high schools must offer a set list of offerings established by the state. The number of required offerings have been increased from 24 to 38 units. By June 1987, 30 of these 38 courses must be provided each year and the remaining eight every other year.

. Other

Schools must have an average class size of 23:1 in grades 1-3 by 1987 and 25:1 in grades 4-6 by 1990. Required ratios for guidance counselors are 1:450 for high schools, 1:600 for elementary students by 1987 and 1:450- by 1988. Teachers in grades 7-12 will have no more than 150 students per day with a limit of 30 per class.

CALIFORNIA

Student Standards

- Testing

Students take a statewide test once between grades 3 and 6 in reading comprehension, writing and computation skills, and in 8th and 12th grades in reading, mathematics, science and history. The state supplies performance indicators and examples of minimum standards but local school districts set passing scores for each of the general areas tested. The state assessment program is one factor used to target state compensatory education aid. Legislation in 1983 established the Golden State High School Achievement Tests to select high school seniors for honors at graduation. These tests are in the developmental stage, as are competency tests for 10th grade students.

- High School Graduation Requirements

California abolished statewide course requirements for a high school diploma in 1969 and reinstated them in 1983. Effective with the Class of 1987, graduating seniors must complete 3 years each of English, and social studies, two years each of mathematics, science and physical education, and 1 year of either fine arts or a foreign language. The State Board of Education also adopted model graduation requirements in 1983 which require one additional year of English, mathematics, and foreign language, one year of visual or performing arts and 1/2 year of computer studies.

Students must pass their local school district's minimum competency test before they graduate from high school.

- Attendance

Students must attend school from age 6 through 16.

- Other

Legislation passed in 1983 gives teachers the authority to require suspended students to make up missed work, permits local school districts to adopt policies to fail students for excessive absences, requires districts to establish promotion and retention policies, provides for mandatory expulsion and suspension of students for serious violations, and gives more school administrators the authority to suspend students.

Teacher Standards

. Teacher Preparation

Admission standards are established, and vary, by institution. Students are required to take the California Basic Education Skills Test (CBEST) prior to admission to teacher education programs, however. Although the law requires that the test be used for diagnostic purposes, some institutions may require a passing score (as set by the state) before a student is admitted to either a teacher education program or to student teaching. Institutions are required to assess each teaching candidate prior to recommending the students for the initial teaching credential.

. Certification and Relicensing

Applicants for a teacher trainee certificate must pass CBEST. Preliminary certification is granted for 5 years. A Clear Credential is issued after completion of a fifth year of study and other specified courses. Until September 1985, a life credential will be issued to individuals who have completed two years of teaching with the Clear Credential. After that date, teachers must complete 150 hours of staff development during each 5 year cycle as a condition for renewing this credential. High schools may hire teacher trainees who possess a bachelor's degree but no professional teacher training. These trainees must pass the CBEST tests, have an individualized training program and be assisted by a mentor teacher.

. Staff Development

As noted above, staff development will become a requirement for certification renewal in 1985. Certified teachers will be evaluated at least biannually. Inservice programs are offered by the state through teacher, resource, and professional development centers; county and district offices; and institutions of higher education. Starting in 1984-85, up to 5 percent of a school district's teachers may receive state-funded awards to improve their instructional abilities.

School and School Distict Standards

. Length of School Year (minimum)

The minimum school year is 175 days, but districts that lengthen their school year to 180 days qualify for additional state funding.

. Length of School Day (minimum)

School districts will also receive a financial bonus if they increase the instructional time in the school day from 4 to 5 hours in grades 4-8 and from 4 to 6 hours in grades 9-12. These increases can be phased-in over three years, starting in 1984-85.

. Curriculum

The state will establish curriculum goals for each of the courses mandated for high school graduation.

COLORADO

Student Standards

. Testing

Local school districts have the option of testing students at grades 9 and 12 for competency purposes. The scope of the tests is determined locally and school districts decide whether to use these tests as a requirement for high school graduation. If a test is used as a graduation requirement, districts must provide remediation to students not passing the test. The State Board of Education developed optional diagnostic tests in writing and mathematics for high school students in 1984.

. High School Graduation Requirements

Local school districts determine the number and type of courses required for high school graduation and the use of competency requirements.

. Attendance

Students must attend school from age 7 through 15.

Teacher Standards

. Teacher Preparation

Admission to teacher education programs is based on minimum grade point average (determined by individual institutions) and a passing score on a State Board adopted basic skills test of oral and written English and mathematics. Effective May 1985, students must also have ranked in the top two quartiles of their high school class, have a minimum composite score of 19 on the ACT or 950 on the SAT or have a GPA of 2.5 for the most recent 30 semester hours of college work.

A minimum grade point average, passing score on the California Achievement Test (CAT) and institutional recommendation are required to complete the teacher education program.

. Certification and Relicensing

With the completion of an approved program, initial certification is valid for 5 years and requires graduate credits and/or inservice training for renewal. The Professional Teacher Certificate is also valid for 5 years and requires a master's degree and 3 years teaching experience. All certificates must be renewed every 5 years.

Beginning in January 1987, candidates for initial certification must demonstrate competence in basic skills on a State Board adopted test and

COLORADO

pass a Board adopted general knowledge test, a professional knowledge test, and any subject area assessments the Board may adopt. Effective this same date, candidates for initial certification will receive a 3-year provisional certificate which may be renewed once. To receive a 5-year certificate, teachers must have 3 years of teaching experience while holding a provisional certificate, positive evaluations, and for a Professional Teaching Certificate, hold a master's degree.

- Staff Development

Staff development is not required by the state. A maximum of 4 hours of in-service credits can be used to meet certificate renewal requirements.

School and School District Standards

- Length of School Year (minimum)

176 days

- Length of School Day (minimum)

1-6: 5.5 hours (excluding lunch).

7-12: 6 hours (excluding lunch).

- Other

The legislature has required all local school districts to develop a discipline code that includes an attendance policy.

CONNECTICUT

Student Standards

. Testing

Prior to the 1985-86 school year, the state mandated that local school districts test students in grades 3, 5 and 7 in reading, mathematics and language arts. The districts chose the test used and set performance standards. A statewide basic skills test is given to all 9th graders in the same three areas but the state does not set minimum competency standards for promotion or graduation. Test results are used to identify students in need of remediation and who are eligible to participate in the state funded compensatory education program. In 1984, legislation was passed that replaces the existing testing program with statewide mastery testing in grades 4 in 1985-86 and grades 6 and 8 in 1986-87. The tests, which also cover reading, mathematics and language arts, will be used for monitoring and diagnostic purposes. Districts may continue to test students in grades 3, 5 and 7 at their local option.

. High School Graduation Requirements

The first statewide high school graduation requirements were enacted in 1983, mandating the Class of 1987 to complete 18 credits. The following year, the legislature increased requirements to 20 credits, including 4 years of English, 3 years each of mathematics and social studies, 2 years of science, and one year each of physical education and either art or vocational education. The most recent change applies to the Class of 1988.

. Attendance

Students must attend school from age 7 through 15.

Teacher Standards

. Teacher Preparation

Statewide standards for admission into teacher education programs go into effect in December 1984. Entrance requirements, which used to vary by institution, will include passing a state-mandated skills exam in math, reading and writing or presenting minimum SAT scores, achieving a minimum grade point average, and presenting a written essay.

. Certification and Relicensing

Provisional certification is valid for 10 years. Teachers must attain the advanced certificate (Standard Certificate) which is permanent. This certificate requires 30 additional credits or a master's degree and 3 years of teaching experience. A proposal to restructure the certification system is currently under consideration.

CONNECTICUT

. Staff Development

In 1984 the legislature passed a bill requiring all local school districts to establish ongoing, systematic, professional development programs, based on guidelines adopted by the State Board of Education.

School and School District Standards

. Length of School Day (minimum)

At least 4 hours of school work. Minimum class periods are 40 minutes.

. Length of School Year (minimum)

180 days.

. Curriculum

Local school districts are required to offer a program of instruction in 11 areas mandated by the State Board of Education to insure that students receive a basic program of instruction. The State Department of Education is developing and disseminating curriculum guides in each area for technical assistance.

. Other

Legislation passed in 1984 requires local districts to develop and adopt policies on homework, attendance and promotion and retention.

DELAWARE

Student Standards

. Testing

Students are tested in the 11th grade or in another grade determined by their local school district as a requirement for high school graduation. (See below).

. High School Graduation Requirements

Until 1987, graduating seniors must complete 4 years of English, 3 years of social studies, 1 year each of mathematics and science, 1.5 years of health and physical education and a total of 18 units. Starting with the Class of 1987, 19 units will be required for graduation, including an additional year of mathematics and of science. The state also recommends that college-bound students take three years each of mathematics, science and foreign language and 1/2 credit of computer programming or computer science.

Students must also pass a basic skills test in reading, writing and mathematics. The State Department of Education established the competencies to be tested and local districts set the performance level required for these competencies. This testing requirement was first applied to the Class of 1981.

. Attendance

Students must attend school from age 6 through 15. Legislation passed in 1984 mandates kindergarten attendance.

. Other

Student athletes must pass four regular courses, including two core courses, to be eligible for interscholastic sports.

Teacher Standards

. Teacher Preparation

Admission criteria for teacher education programs are set by individual institutions.

. Certification and Relicensing

Effective July 1983, candidates for the initial teaching certificate must pass the Pre-Professional Skills Test covering reading,

DELAWARE

writing and mathematics. This certificate is valid for 5 years. The Professional Status Certificate is issued after 3 years of teaching experience and is valid for as long as the teacher teaches in the same area.

. Staff Development

The State Department of Education coordinates a large offering of inservice programs conducted by the state and local school districts. State approved inservice programs can be used as part of the credit requirements to advance on the statewide salary schedule.

School and School District Standards

. Length of School Year (minimum)

180 days

. Length of School day (minimum)

5 hours for grades 1 and 2 and 6 hours for grades 3-12, exclusive of lunch. Effective September 1985, the school day will become 6 hours for grades 1 and 2.

. Curriculum

Local school districts must incorporate the state-established basic skills performance competencies for high school graduation into their overall elementary, middle, junior and senior high school curricula. These requirements are the foundation of the state's Goal-Directed and Performance-Based Instruction program. The state is currently developing program objectives and performance standards for the two required courses in science and mathematics to assure statewide consistency.

FLORIDA

Student Standards

. Testing

The State Student Assessment Test (SSAT) has assessed student performance in selected basic skill areas and in functional literacy since 1977-78. Part I (SSAT-I) tests students in grades 3, 5, 8 and 10 in reading, writing and mathematics, based upon statewide minimum student performance standards in these areas. Test results are used to monitor student performance, to identify students in need of remediation and to allocate state compensatory education aid.

Functional literacy is measured by Part II (SSAT-II) of the test, which measures the ability of 10th grade students to apply knowledge in communications skills and mathematics to realistic situations. Passing SSAT II is a high school graduation requirement. Students have five opportunities to pass SSAT II, once while in the tenth grade, during the two administrations while 11th graders and the two administrations while 12th graders. If the student still has not passed the test, the student may enroll in adult courses after receiving a certificate of completion from high school. No graduation diploma is awarded until SSAT II is passed.

Statewide student performance standards are being developed in science and computer literacy for grades 3, 5, 8 and 11. They are scheduled for State Board of Education (SBE) action in the spring of 1985. Statewide student performance standards of excellence in mathematics, science, social studies and writing have been approved by the SBE and by July 1, 1984 each of Florida's 67 school districts was required to adopt policies to ensure that appropriate students receive instruction based upon these standards. These standards of excellence are designed for students who excell in academic performance. Statewide assessment instruments are being designed to determine student performance in these areas.

. High School Graduation Requirements

Prior to enactment of legislation in 1983, Florida had no stateside high school graduation requirements and course requirements were established by local school districts. The Classes of 1985 and 1986 must complete a minimum of 22 credits, including three credits each in mathematics, science, and English. For the 1986-87 school year and thereafter, seniors will need to complete a minimum of 24 credits, including 4 in English, 3 each in mathematics, science (2 of which must have a laboratory component), and social studies, and 1/2 credit each in vocational education, fine arts, life mangement skills and physical education. No more than 2 credits in remedial and compensatory courses may be counted as elective credits

toward graduation. In addition, students must maintain a 1.5 cumulative grade point average on a 4.0 scale in courses counted as credit for graduation.

Passing the SSAT-II (see Testing above) has been a requirement for high school graduation since 1983.

. Attendance

Students must attend school from age 6 through 16. In order to ensure that students spend more time in high school, 1983 legislation funded additional dollars for students in grades 9-12 to attend 7 periods per day starting in 1983-84 on a voluntary basis.

Teacher Standards

. Teacher Preparation

Prospective teacher education students must achieve a state-established minimum score on the SAT or ACT and meet minimum grade point average and other requirements set by individual institutions. Schools may waive the testing requirement for 10 percent of their applicants who may be admitted on a probational basis and provided with remedial services. Starting in August 1985, high school teachers must take a minimum of 30 semester hours in upper division specialization courses outside the school of education.

. Certification and Relicensing

Since 1980, teaching candidates must pass the Florida Teacher Certification Exam which measures basic skills, professional education competencies and writing skills. Before receiving an initial certificate valid for 5 years, beginning teachers must complete a year-long Beginning Teacher Program. This program, which was implemented in 1982, requires one year of supervision and the evaluation of a number of generic competencies through a "performance measurement system." Additional credits or inservice in lieu of credits are required for recertification.

. Staff Development

Local school district inservice education programs are required and approved programs are funded by the state. Inservice activities are coordinated with the annual evaluations of all teacher and principals and inservice points may be used for recertificaion.

School and School District Standards

. Length of School Year (minimum)

180 days

. Length of School Day (minimum)

Three hours in Kindergarten, 4 hours in grades 1-3 and 5 hours in grades 4 through 12. Districts are given a financial incentive to offer six 60-minute periods or seven 50-minute periods, rather than the existing six, 50-minute periods.

. Curriculum

The state now requires that all districts adopt student performance standards for each academic course in grades 9-12 required for high school graduation. These standards will augment state-adopted minimum student performance standards established for grades 3, 5, 8, and 11. (See section on Student Testing.) Curriculum frameworks to be developed by the State Department of Education are designed to ensure greater consistency in curriculum and instruction across school districts.

Legislation passed in 1983 is designed to ensure Minimum Student Performance Standards in computer literacy. Computer literacy must be integrated into the curriculum of grades 4-8 where resources exist. High schools are advised to offer courses from a Computer Education Curriculum Framework designed by the state.

GEORGIA

Student Standards

. Testing

The Georgia Student Assessment Program has three components. The first is criterion-referenced testing in reading, mathematics and career development in grades 1, 3, 6 and 8. Test results are used to diagnose student achievement, to monitor school district performance, and to allocate state compensatory education aid. If the average scores for a local district are below a state-established minimum, the district must document annual student progress or develop and implement a remediation plan approved by the state. Starting in 1985-86, 3rd graders will be required to pass a criterion-referenced test as one requirement for promotion to 4th grade. The second component is an optional testing program in grades 2 and 4. Finally, 10th graders must take the Georgia Basic Skills Test as a requirement for high school graduation. (See below.)

. High School Graduation Requirements

Until June 1988, high school students must complete 20 units for graduation, including 3 years of English, 2 years of social studies, 2 years of mathematics and 1 of science (or 1 year of mathematics and 2 of science), 2/3 of a year of health and physical education, and 1/3 unit each of citizenship, personal finance, free enterprise and career planning. Beginning with the Class of 1988, students will need 21 units, including an additional year of English, of mathematics or science, and of computer technology, fine arts or vocational education. Graduating seniors must also pass the Georgia Basic Skills Test at some time between 10th and 12th grade. This criterion-referenced test covers reading, mathematics and problem-solving. The Class of 1990 will also have to pass the writing portion of the Basic Skills Test.

. Attendance

Students must attend school from age 7 through 15.

Teacher Standards

. Teacher Preparation

Criteria for admission to teacher education programs have varied by institution, although the state sets a minimum grade point average for public institutions. Beginning in August 1984, state standards for admission to programs in state colleges and universities will include a slightly higher grade point average, passing the Regents Examination, and demonstrated competence in communications skills.

GEORGIA

. Teacher Certification

Georgia's performance-based certification system has two components: the Georgia Teacher Certification Test (required since 1978) which measures subject matter knowledge, and an on-the-job assessment of new teachers (which began in 1980) using state-developed Teacher Performance Assessment Instruments (TPAI). New teachers may teach for only one year without passing the test. Candidates receive a non-renewable certificate valid for 3 years, during which time they must demonstrate acceptable performance on 14 generic competencies. Teachers then receive a performance-based certificate good for 3 years. Certificate renewal requires additional credits or inservice training and is good for 5 to 10 years. Two advanced certificates each require three years of teaching experience and advanced degrees.

. Staff Development

The state requires and funds inservice development for beginning teachers. Individual needs are identified through the TPAI process. For veteran teachers, inservice is voluntary and district programs are based on local needs.

School and School District Standards

. Length of School Year (minimum)

A minimum of 180 days of instruction are required in each school year. The minimum school year for teachers is 190 days. The State Board of Education recently approved new standards that require local districts to use no more than 3 days for school-sponsored, non-instructional activities and to develop policies restricting student absences for school sponsored activities to no more than 7 days in a school year. These standards are being field-tested during the 1985-86 school year to determine if there are any revisions or adjustments that need to be made.

. Length of School Day (minimum)

Grades 1-3: 4.5 hours

Grades 4-12: 6 hours

GEORGIA

- Curriculum

Georgia does not presently mandate curriculum. Local school systems are required by policy to have written curriculum guides which are based upon state goals. Many systems adopt the state guide; others develop a local guide using the state guide as a basis.

Throughout the 1983-84 school year, the Georgia Department of Education developed and distributed a Basic Curriculum Content for Georgia's Public Schools. This document, intended to provide a basis for instruction in all academic areas (K-12), underwent a field test in 1984-85 and may be adopted as a state requirement during the 1985-86 school term. If adopted, it will be a state mandated minimum curriculum in all subject areas.

HAWAII

Students Standards

. Testing

Hawaii is developing a statewide testing program focused on achievement, aptitude and competency in grades 2, 4, 6, 8, 9 and 10.

. High School Graduation Standards

Effective with the Class of 1983, graduating seniors must complete 20 units, including 4 years each of English and social studies, 2 years each of mathematics and science, 1-1/2 year of health and physical education and 1/2 year of guidance. In addition, students must pass a test or demonstrate in another manner their mastery of 15 competencies. 1983 legislation requires seniors to receive computer experience before they graduate.

. Attendance

Students must attend school from age 6 through 17.

. Other

A 1982 statewide disciplinary code defines student offenses and specifies the actions to be taken.

Teacher Standards

. Teacher Preparation

Admission to teacher education programs varies by institution based on minimum grade point average and test scores. A state-determined minimum grade point average is required to complete these programs.

. Certification and Relicensing

A 2 year provisional certificate is granted to graduates of state-approved teacher education programs. The beginning teacher's performance is observed at frequent intervals for this period. After completing 2 years of successful teaching, an individual receives a Basic Certificate valid for life. The Professional Certificate, also valid for life, requires a fifth year of teacher education or a master's degree.

. Staff Development

Inservice training is provided for all school employees. Inservice credits can be applied toward salary increments, but training is not specifically tied to certificate renewal.

HAWAII

- Length of School Year (minimum)

  180 days

- Length of the School Day (minimum)

  6 hours

- Curriculum

The state requires that local district curriculum focus on basic academic skills. The State Department of Education provides curriculum guidelines for grades K-12.

IDAHO

Student Standards

. Testing

Local school districts have the option of testing students in reading, writing, arithmetic and spelling using an 8th grade proficiency test. Results from the state-developed tests are used to develop remedial programs. Since 1982, students passing all four parts of the test have received a special seal on their high school diplomas. A mandatory testing program in the 11th grade, will begin in April 1985.

. High School Graduation Requirements

Until 1988, graduating seniors must complete 18 units, including 3-1/2 of English, 2 each of social studies and science, 1 of mathematics and 1-1/2 of health and physical education. Starting with the Class of 1988, students must complete an additional 1-1/2 years of English (including one semester courses in speech and reading), one semester of social studies, one year of humanities, foreign language or fine arts, and one year of mathematics or computer science. The total credits required have been increased from 18 to 20. Students must achieve a "C" average in 14 core requirements before a diploma is awarded.

. Attendance

Students must attend school from age 7 through 15. Effective July 1984, high school students must attend 90 percent of the class sessions to receive credit for the course. The State Board of Education has asked local school districts to establish attendance requirements for elementary school students.

Teacher Standards

. Teacher Preparation

Requirements for admission to teacher education programs vary by institution. Students must achieve a state-established minimum grade point average to complete the programs.

. Certification and Relicensing

Certification, granted upon completion of an approved teacher education program, is valid for 5 years. Teachers must complete 6 credits for recertification, half of which may be earned through inservice programs. An advanced certificate, also valid for 5 years, requires a master's degree for a fifth year of education.

IDAHO

- Staff Development

Local school districts must develop and implement District Professional Development Plans effective September 1984.

School and School District Standards

- Length of School Year (minimum)

177 days

- Length of School Day (minimum)

The minimum school day is 4.5 hours for elementary students and 5 hours for high school students. Starting in July 1984, high school students must maintain a 6 period schedule, even if they have satisfied high school graduation requirements.

- Other

The legislature has asked all local school districts to develop disciplinary policies.

ILLINOIS

Student Standards

. Testing

Local school districts are advised to assess students in reading and mathematics at least twice in elementary school and once in high school. Proficiency standards and assessment instruments are determined by the districts. The State Board of Education does not require or endorse the use of minimum competency tests. It encourages districts to use multiple criteria in evaluating student performance.

. High School Graduation Requirements

Through the Class of 1987, students must complete 3 years of English, 1 year of social studies and a total of 16 units to graduate. Additional requirements are determined by local school boards. Legislation enacted in 1983 requires students in the Class of 1988 to take 3 years of English, 2 each of social studies and mathematics, 1 of science, 1 of foreign language, fine arts or vocational education, 4 years of physical education and one semester of health education.

. Attendance

Students must attend school from age 7 through 15.

Teacher Standards

. Teacher Preparation

The use of tests and minimum grade point averages for admission to and completion of teacher education programs varies by institution. The state is reviewing its standards on admission, retention and recommendation for certification to make more rigorous and uniform the standards used by the 58 teacher education institutions.

. Certification and Relicensing

Upon completion of an approved teacher education program, teachers receive a Standard Certificate which is renewable every 4 years through registration and payment of fees.

. Staff Development

Although there are no state inservice training requirements, all local school districts and regional State Department of Education staff provide inservice/staff development programs.

ILLINOIS

School and School District Standards

- Length of School Year (minimum)

  176 days of actual pupil attendance

- Length of School Day (minimum)

  Grade 1: 4 hours

  Grades 2-12: 5 hours

INDIANA

Student Standards

. Testing

Since 1978, local school districts have been required to test students in four grade levels--twice in grades 1-6, once in grades 7-8, and once in grades 9-12--in the areas of reading, composition, spelling, social studies, mathematics and science. Competency standards are set by local school districts and test results are used for remediation and instructional improvement. A statewide basic skills test will be implemented in the spring of 1985. Students in grades 3 and 6 and one other grade to be specified later by the State Board of Education will be tested in mathematics, reading comprehension and composition. Remediation is required for students who do not meet state-established performance standards.

. High School Graduation Requirements

Until 1989, graduating high school seniors must complete 3 years of English, 2 of social studies, 1 each of mathematics, science and health and physical education and a total of 16 units. Effective with the Class of 1989, students must take an additional year each of English, mathematics and science, for a total of 19 units. The third year of a foreign language can be substituted for the fourth year of English.

. Attendance

Students must attend school from age 7 through 15.

Teacher Standards

. Teacher Preparation

Requirements for admission to and completion of teacher education programs vary by institution.

. Certification and Relicensing

Graduates of approved teacher education programs receive an Initial Certificate valid for 5 years and which can be renewed for another 5 years with additional credits. Teachers must attain the Permanent Certificate, a lifetime certificate which requires a master's degree and 3 years teaching experience. Starting in July 1985, applicants for the Initial Certificate must also pass a teacher license examination which tests general knowledge and professional knowledge. Beginning July 1986, junior and senior high teachers must also pass subject matter tests. The State Board of Education has established a legislatively-mandated system for license renewal that does not require completion of a master's degree.

INDIANA

- Staff Development

Local school districts design and offer their own inservice programs. As part of the new licensing system, the State Board of Education has developed a continuing education plan for teachers and administrators for lifelong learning and professional development.

School and School District Standards

- Length of School Year (minimum)

175 days

- Length of School Day (minimum)

Effective July 1, 1984, the minimum school day was 5 hours of instructional time for grades 1-6 and 6 hours for grades 7-12. This extends the school day for grades 1 and 2 by 1/2 hour. However, new legislation, effective June 1, 1985, specifies that the above rules will be unenforceable on June 30, 1986 and that the State Board of Education must adopt a new rule before Jan. 1, 1986 to provide for the minimum length of school day.

- Curriculum

Beginning in fall 1984, the Education Improvement Program requires that students have exposure to computers and be literate in their use.

- Other

Legislation passed in 1984 requires schools to reduce the teacher/student ratio in grades K-3 to 18 students over the next four years. Legislation passed in 1985 (effective July 1, 1985) increases the teacher/student ratio to 20 students in grades 2 and 3.

IOWA

Student Standards

- Testing

There are currently no state testing requirements.

- High School Graduation Standards

The number and types of courses required for graduation from high school are determined by local school boards. The state requires students to complete 1-1/2 years of social studies and 1/8 unit of physical education each semester a student is enrolled.

- Attendance

Students must attend school from age 7 through 15.

- Other

Students must be earning 15 semester hours toward graduation in the current semester and have earned 15 credits in the previous semester to be eligible to participate in extracurricular activities.

Teacher Standards

- Teacher Preparation

Requirements for admission to, and completion of, teacher education programs are determined by individual institutions.

- Certification and Relicensing

Candidates for initial certification, which is valid for 10 years and can be renewed with addition credits and inservice training, must complete an approved teacher education program. The Permanent Certificate requires a master's degree and 4 years of teaching experience.

- Staff Development

Inservice training that is applied to certificate renewal must be approved by the State Department of Education.

School and School District Standards

- Length of School Year (minimum)

180 days

- Length of School Day (minimum)

Determined by local school boards.

KANSAS

Student Standards

. Testing

Students in grades 2, 4, 6, 8 and 11 have taken statewide tests in reading and mathematics since 1981-82. The results are used to provide a descriptive profile of the students' minimum competency achievement. After reviewing the 1982-83 testing program during the 1983-84 interim session, the Legislature voted to continue the program for five years and change the testing from grade 11 to grade 10.

. High School Graduation Requirements

Until 1988, graduating seniors must complete 4 years of English, 2 of social studies, 1 each of mathematics and science, 1 of health and physical education and a total of 17 units. Starting with the Class of 1988, students will need an additional year each of social studies, mathematics and science, for a total of 20 units. The State Board of Education also defined college preparatory programs to include courses in mathematics, science, foreign language and computers.

. Attendance

Students must attend school from age 7 to age 16.

Teacher Standards

. Teacher Preparation

Requirements for admission to teacher education programs vary by institution. Students attending state schools (Regents Institutions) must attain a minimum grade point average and pass a basic skills test. Beginning in September 1985, students must participate in or be accepted in early field experiences before entering teacher education programs.

. Certification and Relicensing

Graduates of approved teacher education programs receive an initial certificate which is valid for 3 years. The 5-Year Certificate requires 2 years teaching experience during the term of the 3-year certificate. Renewal of the 5-Year Certificate requires either 6 or 8 semester hours of recent credit. State-approved inservice can be applied toward renewal. In 1984, the legislature approved an appropriation to validate a teacher certification test which will become a requirement for initial certification in May 1986.

KANSAS

- Staff Development

Inservice programs approved by the State Department of Education can be used for certificate renewal. 1984 legislation requires local school districts develop and submit inservice education plans to the state.

School and School District Standards

- Length of School Year (minimum)

Grades 1-11: 180 days or 1,080 hours
Grade 12: 175 days or 1,050 hours

- Length of School Day (minimum)

6 hours

KENTUCKY

Student Standards

. Testing

Students have been tested in reading, writing, language arts and mathematics in grades 3, 5, 7, and 10 since 1979. Local school districts must provide remedial help to those students falling below state-established performance standards. Legislation passed in 1984 requires the State Department of Education to establish essential skills standards by grade and subject in mathematics, reading, reference skills, spelling and writing and to test students in these areas in 1985-86. The Department is to recommend to the 1986 legislature whether mastery of essential skills should be required for promotion and graduation. Required remediation will be extended to 1st and 2nd graders not passing the new tests.

. High School Graduation Requirements

The old graduation requirements include 3 years of English, 1 each of civics and American history, 2 each of social studies, mathematics and science, 1 of health and physical education and a total of 18 units. Starting with the Class of 1987, students must take an extra year of English and mathematics, for a total of 20 credits. In addition, high school students must complete 2 years each of mathematics, English and science in their freshman and sophomore years.

. Attendance

Attendance is compulsory from age 6 through 15 and written parental permission is required for a student to dropout thereafter. Beginning in 1986-87, completion of kindergarten will be a prerequisite for entering first grade.

. Other

In accordance with 1984 legislation, the State Department of Education has developed student discipline guidelines and recommendations for reducing the dropout rate for statewide use.

Teacher Standards

. Teacher Preparation

All applicants to teacher education programs must score at the 12th grade level on a standardized test in English and mathematics as well as achieve a minimum grade point average of 2.5. Students must meet a minimum grade point average overall and in their major to complete the program. A competency testing and one-year internship requirement was passed by the 1984 legislature for implementation in 1985-86.

KENTUCKY

. Certification and Relicensing

Effective January 1985, teaching candidates must pass the National Teachers Examination and complete a one-year internship before receiving a certificate good for 4 years. Thereafter, renewals are based on acquisition of a Master's degree, other advanced training and experience. Renewals are good for 5 year periods.

. Staff Development

Each local school district is allocated 4 inservice days per year. District plans are based on locally-detemined needs and must be approved by the State Department of Education.

School and School District Standards

. Length of School Year (minimum)

185 days of which 175 are for instruction.

. Length of School Day (minimum)

6 hours of instructional time (excluding lunch and recess).

. Curriculum

1984 legislation requires that 70 percent of the elementary and 60 percent of the high school day be spent on instruction in essential skills.

. Other

Class sizes are funded at 25-1 in grades 1-3 and 27-1 in grades 4-12. 1984 legislation has capped class size at 29 students in grades 1-3 and 31 students in grades 4-12.

"Academic bankruptcy" legislation enacted in 1984 requires that performance standards be adopted by the State Board of Education and that local districts must publish academic performance data in their local newspapers every year. Districts must submit a Master Educational Improvement Plan to the state outlining ways in which deficiencies can be corrected over a specific time period. Districts that fail to meet deadlines for improvement are placed in"academic receivership," and are subject to management intervention by the state and in extreme cases, to removal of local district leadership.

LOUISIANA

Student Standards

. Testing

In 1979 the legislature passed a statewide Competency Based Education program to test all students in language arts and mathematics (the Louisiana Basic Skills Testing Program). The program was initiated in 1981-82 with basic skills tests administered to 2nd graders. One grade a year has been added to the testing program. Statewide minimum performance scores are set annually by the State Department of Education and achievement on the tests is to be a principal factor in promotion decisions. Beginning in 1984-85, testing will be limited to grades 2 through 5, with students in grade 8 to be tested first in 1986-87.

. High School Graduation Requirements

Until 1989, graduating seniors must complete 3 years of English, 2 each of social studies, mathematics, science and health and physical education, and a total of 20 units. Starting with the Class of 1989, students must take an additional year each of English, mathematics, science and social studies and 1/2 year of computer literacy, for a total of 23 units. Beginning with the 1986-87 school year, 11th grade students must also pass the Basic Skills/Functional Literacy test to graduate from high school.

. Attendance

Students must attend school from age 7 through 15.

Teacher Standards

. Teacher Preparation

Admission to teacher education programs requires a minimum grade point average set by the legislature.

. Certification and Relicensing

Since 1978, teaching candidates must pass tests of English proficiency, general knowledge, professional knowledge and subject area knowledge to be certified. The initial certificate is valid for 3 years and may be renewed for an additional 3 years. Lifetime certification requires 3-5 years of teaching experience and additional credits depending on the type of certificate sought.

LOUISIANA

. Staff Development

The state funds 2 days of inservice per year. Programs are based on local needs and designed by local school district staff. Teachers who choose to participate in the state's Professional Improvement Program (PIP) are eligible for salary increases tied to the amount of professional development work completed. Legislation passed in 1984 calls for replacing the PIP with a career ladder program.

School and School District Standards

. Length of School Year (minimum)

180 days

. Length of School Day (minimum)

5 hours. Implementation of a 6 hour instructional day for grades K-12 has been delayed until the State Board of Education reviews a study of the change. This new policy also established minimum time requirements for each subject area taught in grades 1 through 8.

. Other

Extracurricular activities may not be scheduled during instructional time. Local school districts may allow 3 days per school year for extracurricular activities.

MAINE

Student Standards

. Testing

Beginning in November 1985, standardized tests will be given statewide to all students in the 4th, 8th and 11th grades. The tests wll cover reading, writing and mathematics every year and social studies or science tests will be given to representative samples of students every other year. This assessment, which is designed to provide information on the achievement and progress of Maine students, replaces the Maine Assessment of Educational Progress studies conducted since 1971 with representative samples of students.

. High School Graduation Requirements

The number and distribution of courses required for high school graduation prior to 1989 is determined by local boards of education, with the state only requiring students to take 4 years of English and to receive instruction in American history. Effective with the Class of 1989, all high school students must complete 4 years of English, 2 years each of social studies, mathematics, and science (one of which has to be a laboratory science), and one year of fine arts. The secondary course of study shall include instruction in health, safety and physical education. In addition, students will have to demonstrate proficiency in the use of computers.

. Attendance

Students must attend school from age 7 through 16. Legislation passed in 1984 mandates the provision of kindergarten.

Teacher Standards

. Teacher Preparation

Requirements for admission to, and completion of, teacher education programs vary by institution.

. Certification and Relicensing

A Provisional Certificate is issued upon completion of an approved teacher education program which is valid for 5 years and requires additional credits for renewal. A Professional Certificate is valid for 10 years and can be obtained with 30 credits and 4 years of teaching experience. 1984 legislation created a three-level program for teacher preparation and certification, including a two-year nonrenewable certificate for beginning teachers which emphasizes preparation through internships. Starting in June 1985, teacher candidates will have to report scores from the Core Battery section of the National Teacher Examinations to qualify for certification.

MAINE

- Staff Development

Local school districts plan, provide and fund staff development programs. The State Department of Education evaluates and approves each teacher's certification renewal plan, and inservice can be used for renewal of a Provisional Certificate.

School and School Districts Standards

- Length of School Year (minimum)

180 days, including 5 days for inservice.

- Length of School Day (minimum)

5 hours

- Curriculum

The State Department of Education provides instructional objectives in reading, English language arts, mathematics, science and social studies, test questions matched to these objectives and test scoring services to those school districts that wish the assistance. Starting with the 1985-86 school year, high schools will be required to offer a two-year sequence of a foreign language and a computer-literacy program. Elementary schools will be required to offer instruction in music, art or drama, the use of the library, and the effects of substance abuse. The state does not mandate a particular curriculum for elementary and/or secondary education.

MARYLAND

Student Standards

. Testing

As part of a comprehensive academic improvement plan, students in grades 3, 5 and 8 are given the California Achievement Tests. Local school systems may also administer the test in grade 11 if they choose.

In addition, as part of Project Basic, students in grade 9 must take tests in reading, mathematics, and writing. A citizenship test is administered in either grade 9 or 10. Students who do not successfully meet state specified standards must be given appropriate assistance programs. These students may also retake the tests each semester until grade 12. Students who fail the tests in the 12th grade do not receive a diploma.

. High School Graduation Requirements

Effective with the graduating class of 1989, students must complete 4 years of English, 3 each of social studies and mathematics, 2 of science, 1 each of physical education and fine arts, and a total of 20 credits. This is an increase of one year of mathematics and one year of fine arts over the current requirements. They must also meet the state competency prerequisite requirements described in Testing above.

Students who complete a third year of science, one year of a foreign language and 12 units of "advanced" courses and who earn an overall grade point average of 2.6 will receive a "certificate of merit."

. Attendance

Students must attend school from age 6 through 16.

Teacher Standards

. Teacher Preparation

Requirements for admission to and completion of teacher education programs vary by institution.

. Certification and Relicensing

Candidates receive a standard certificate upon completion of an approved teacher education program or upon meeting specific state requirements. Teachers must attain the Advanced Certificate after 10 years.

MARYLAND

This certificate requires 3 years of successful teaching experience and a master's degree or 30 semester hours of planned inservice. The state has conducted validation of the NTE Programs tests and could ultimately require a test for initial certification.

- Staff Development

Since inservice is required to gain advanced certification, an extensive network of inservice is available from local school districts and state agencies.

School and School District Standards

- Length of School Year (minimum)

180 days. The State Board has proposed lengthening the school year to 1,170 hours during a ten month period in each school year.

- Length of School Day (minimum)

6 hours

- Curriculum

The state has produced K-12 curriculum frameworks in the areas of social studies and science. These frameworks were put into bylaw by the State Board of Education. This means that local school systems must include the general framework goals in their curriculum. There are also frameworks in the visual arts and physical education, but these are in the form of guidelines to local school systems. Additional frameworks are planned in the areas of English/language arts and mathematics.

MASSACHUSETTS

Student Standards

. Testing

Since 1980, local school districts have been required to test students twice in elementary school and once in high school in mathematics and communication skills. Tests are chosen and standards are set locally. Districts must publish the results of the evaluations and are supposed to provide remediation to low-achieving students.

. High School Graduation Requirements

The number and distribution of courses required for high school graduation are determined by local school boards, but students must be instructed in history, civics and physical education.

. Attendance

Students must attend school from age 7 through 15.

. Other

A state task force will produce a model code of conduct.

Teacher Standards

. Teacher Preparation

Requirements for admission to teacher education programs vary by institution. Since September 1982, teachers completing these programs have been required to demonstrate competence in five areas during their student teaching.

. Certification and relicensing

Although statutes include a provision that teacher candidates receive a 2 year provisional certificate requiring on-the-job evaluation, a permanent certificate is issued to graduates of approved teacher education programs.

. Staff Development

No statewide requirements or programs currently exist.

MASSACHUSETTS

School and School District Requirements

- Length of the School Year (minimum)

  180 days

- Length of the School Day (minimum)

  Grades 1-6: 5 hours
  Grades 7-12: 5.5 hours

MICHIGAN

Student Standards

- Testing

Students in grades 4, 7 and 10 have taken state-developed tests since 1969. The tests are designed to assess basic skills competencies in mathematics, reading, and, periodically, in other subject areas. The state does not set minimum competency standards, but uses cutoff scores to determine eligibility for the state compensatory education program and as a basis for allocating state remedial education aid.

- High School Graduation Requirements

Civics is the only course required by state law for high school graduation.

- Attendance

Students must attend school from the age of 6 through 15.

Teacher Standards

- Teacher Preparation

Criteria for admission to, and completion of, teacher education programs vary by institution. There is a minimum grade point requirement for entrance into student teaching.

- Certification and Relicensing

A student completing an approved teacher education program receives a Provisional Certificate, valid for 6 years. Teachers must attain the continuing certificate which is permanent. This certificate requires 18 credits and 3 years of teaching experience.

- Staff Development

The state provides local districts with a set amount of aid per teacher for staff development. Programs are developed and implemented at the local level and may count toward credit requirements for further certification.

MICHIGAN

School and School District Standards

- Length of School Year (minimum)

  180 days

- Length of School Day (minimum)

  The state will provide incentive grants to local school districts that extend the school day to six 50-minute periods or a total of 300 minutes of classroom instruction a day in grades 9-12.

- Curriculum

  Additional state aid will be provided to school districts that offer high school students four years of English and three years each of mathematics, science and social studies; two years of any combination of foreign language, fine or performing arts, vocational education or practical arts; one year of health and/or physical education; and, starting in 1985-86, one semester of computer education.

MINNESOTA

Student Standards

• Testing

Starting in 1984-85, local school districts will be required to test students annually in any area of study they choose. The state is developing a battery of diagnostic examinations for this statewide assessment program which is similar to the National Assessment of Educational Progress.

• High School Graduation Requirements

Students must take 3 years of English, 2 of social studies, 1 of health and physical education and a total of 15 units to graduate from high sc'ool. Local school districts determine the distribution of the other 9 units. To ensure equal educational opportunity, the State Board of Education has increased the number of courses that districts must offer in high schools effective 1985-86. (See Curriculum below.)

• Attendance

Students must attend school from age 7 through 15.

Teacher Standards

• Teacher Preparation

Requirements for admission to and completion of teacher education programs vary by institution, according to standards set by the Board of Teaching.

• Certification and Relicensing

The initial license is issued to graduates of approved teacher education programs and is valid for 2 years. The Continuing License must be renewed every 5 years with additional credits obtained through inservice, college courses, publications or work as a supervisory teacher.

• Staff Development

The state provides grant money and model programs for use by local school districts in providing inservice training. The 1984 legislature appropriated funds for "grassroots" school improvement initiatives based on school effectiveness research; also funds for training in technological applications in instruction.

MINNESOTA

School and School District Standards

- Length of School Year (minimum)

  175 days

- Length of School Day (minimum)

  Kindergarten: 2 1/2 hours
  Grades 1-3: 5 hours
  Grades 4-6: 5-1/2 hours
  Grades 7-12: 6 hours

- Curriculum

  Starting in 1985-86, four year high schools must offer, or make available to students, five years of communications; four each of mathematics, science and social studies; two each of a foreign language, visual arts, and music; one of industrial arts; 1/2 in health and 2/3 in physical education in the 9th grade, and 1/2 in the 10th grade.

  Students in grades K-12 must be exposed to Information Technology.

- Other

  Each school district must have a written discipline policy.

MISSISSIPPI

Student Standards

. Testing

A statewide testing program was implemented in 1984-85. Diagnostic tests will be given to students in grades 3, 5, 8 and 11.

. High School Graduation Requirements

Students must complete 18 units, including 4 years of English, 2 of social studies, and 2 each of mathematics and science. In the future, all graduating seniors will be required to pass the 11th grade statewide test.

. Attendance

Students must attend school from age 7 through 13. Kindergarten becomes mandatory starting in 1986.

Teacher Standards

. Teacher Preparation

Students admitted to teacher education programs in state-supported institutions must pass a state qualifying test. Those with a minimum score on the ACT test and a specified grade point average are exempt from the test requirement with the exception of the speaking and writing areas. A minimum grade point average is required to complete teacher education programs and some schools require a passing score on the NTE.

. Certification and Relicensing

A passing score on the NTE Core Battery and/or Specialty Area Exams is required for certification. Four levels of certification are available, depending upon years of teaching experience and amount of education. Only the Class AAAA certificate, which requires a Ph.D., is valid for life. Legislation passed in 1982 requires that beginning teachers be evaluated each year during their provisional status (up to 3 years). This program is being pilot-tested.

. Staff Development

The 1982 legislation requires local school districts to submit comprehensive inservice staff development plans to the state by 1984-85. Approved programs are to be funded in part by the state. Some of the state aid is to be used to assist beginning teachers. Completing optional individual development programs will entitle veteran teachers to additional salary increments.

MISSISSIPPI

School and School District Standards

- Accreditation

A state task force proposed a plan for a performance-based school accreditation system in 1984. A model system will be tested for two years, after which all schools must comply with the standards.

- Length of School Year (minimum)

175 days

- Length of School Day (minimum)

5 hours

- Curriculum

An Accountability/Instructional Management Program in grades K-12 defines methods of instruction and evaluation and provides a framework for implementing the performance standards mandated in the 1982 legislation.

- Other

All 1st, 2nd and 3rd grade classes will have assistant teachers by the 1986-87 school year to give students basic skills training.

MISSOURI

Student Standards

. Testing

Since 1979, 8th grade students have taken the statewide Basic Essential Skills Test (BEST), which tests minimum adult competencies in reading/language arts, mathematics, and government/economics. The test is used to monitor student achievement. Students who fail any part of the test during the 8th grade are required to retake the parts failed each succeeding year until passing. Starting in 1987, students will have to pass the BEST test to receive high school credit for related 9th grade basic skills courses.

In addition, the State Department of Elementary and Secondary Education provides criterion-referenced tests in reading/language arts and mathematics at grades 2 through 6, as part of its statewide testing program. These tests, designed to assess overall student performance and improve the quality of instruction, may be used by the local school district to assess the quality of education in the district for purposes of classification and accreditation.

. High School Graduation Requirements

Until 1988, students must complete one year each of English, social studies, mathematics and science, plus 2 additional units from among these subjects; one year each of fine and practical arts and physical education; and a total of 20 units for high school graduation. Starting with the Class of 1988, students will be required to take 22 units, including 3 years of English, 2 each of social studies, mathematics and science, and 1 each of fine and practical arts and health and physical education. Local school districts may award a college preparatory studies certificate to students who earn 24 units, including 4 years of English and 3 each of mathematics, science, social studies and "advanced" electives, and who achieve a minimum GPA and SAT or ACT score.

. Attendance

Students must attend school from age 7 through 15.

Teacher Standards

. Teacher Preparation

Students must attain a minimum GPA and, since July 1983, a minimum SAT or ACT score for admission into teacher education programs. Candidates not meeting these requirements may retake the college entrance tests or other accepted national tests and complete remedial courses.

MISSOURI

- Certification and Relicensing

Upon completion of an approved teacher education program, students receive lifetime certification. The 1984 legislature approved a bill requiring students seeking high school certification at Missouri's public colleges and universities, to take a "nationally available exam" to test subject matter competence. The legislation also requires the state to put on probation any public college or university teacher training program in which fewer than 70 percent of the students achieve the national norm. The State Board of Education was also granted authority to replace lifetime certification effective September 1988. The life certificate will be replaced with provisional certificates with renewal criteria.

- Staff Development

All classified and accredited school districts in Missouri are required to have a planned inservice education program provided and administered by the districts to encourage and facilitate professional growth of the staff. The State Board of Education is committed to expanding that requirement by including staff development based primarily on the needs of teachers as identified by regular performance-based evaluations of teachers and local instructional priorities.

School and School District Standards

- Length of School year (minimum)

174 days and 1,044 hours

- Length of School Day (minimum)

The school day must be at least 3 hours but no more than 7 hours.

- Curriculum

The state does not mandate specific curriculum to be implemented in the school districts. The Department of Elementary and Secondary Education has been, however, promoting an instructional management system approach to curriculum in which school districts are expected to develop curriculum based upon objectives provided by the Department of Elementary and Secondary Education; provide as much instructional time as students need to master the objectives; use criterion-referenced tests to measure student mastery of the objectives; and systematically record student progress so that students receive instruction only on objectives which they have not yet mastered.

MONTANA

Student Standards

- Testing

There are no statewide testing requirements.

- High School Graduation Requirements

Students must complete 4 years of English, 2 each of social studies, mathematics, science and practical arts, 1 each of physical education and fine arts, and a total of 16 units to graduate from high school. The total units will increase to 18 for the graduating class of 1988 and 20 for the class of 1989.

- Attendance

Students must attend school from age 7 through 15.

Teacher Standards

- Teacher Preparation

General admission standards to teacher education programs are developed cooperatively by institutions, the State Department of Education and local school districts. Individual institutions set their own grade point average and test requirements. A minimum grade point average is required for program completion.

- Teacher Certification

A Standard Certificate is awarded upon completion of an approved teacher education program. A Professional Certificate requires a master's degree and 3 years of teaching experience. Both certificates must be renewed every 5 years with additional academic credits and/or inservice.

- Staff Development

Staff development is required and the state allows 7 days per teacher per year, including attendance at conferences.

School and School District Standards

- Length of the School/Year (minimum)

180 days

- Length of the School Day (minimum)

K: 2 hours
1-3: 4 hours
4-12: 6 hours

NEBRASKA

Student Standards

. Testing

Local school districts must test students in grade 5 and up in reading, writing and mathematics using either state or locally-developed tests. Performance standards are established by the local district. A state-developed test may not be used as the basis of retaining or promoting students.

. High School Graduation Requirements

Until 1988, graduating seniors must complete 160 credit hours with the specific subject area requirements determined by local school boards. Starting with the Class of 1988, students must complete 200 credit hours, eighty percent of which must be in a core curriculum to be established by the State Board of Education.

. Attendance

Students must attend school from age 7 through 15.

Teacher Standards

. Teacher Preparation

Requirements for admission to and completion of teacher education programs vary by institution.

. Certification and Relicensing

The 1984 legislature mandated competency tests in the basic skills and in subject matter area specialty for all new teachers. The testing standards, to be established by the State Board of Education, will take effect in the fall of 1984. The State Board of Education was also authorized to develop an "entry year assistance program" to help beginning teachers.

Three levels of certification, with different education and experience requirements, are available. All certificates must be renewed after a period of 5 to 10 years and renewal of the entry level certificate requires additional credit hours.

. Staff Development

Local school districts plan and offer inservice training. Inservice is tied to teacher salary advances in some districts.

NEBRASKA

School and School District Standards

- Length of School Year (minimum)

The 1984 legislature extended the school year from 175 days to require that elementary students receive 1032 hours of instruction and high school students, 1080 hours.

- Length of School Day (minimum)

See Length of School Year above.

- Curriculum

The 1984 legislation established a mission statement for schools and requires local school districts to meet the State Board of Education's forthcoming quality and performance-based standards.

NEVADA

Student Standards

. Testing

Students in grades 3, 6, 9 and 12 are tested in reading, writing and mathematics. The 9th and 12th grade tests are the Nevada High School Proficiency Exams. Students scoring below the state-established proficiency levels may be promoted but must receive remedial services.

. High School Graduation Requirements

Under the old graduation requirements, students had to take 3 years of English, 2 of social studies, 1 each of mathematics and science, 2 1/2 of health and physical education and a total of 19 units. Starting with the Class of 1985, graduating seniors must have an additional year of English and mathematics and a total of 20 units. Students failing the 9th grade test will be required to take an additional unit of mathematics or English. Since 1982, students have had to pass the 12th grade exam to graduate.

. Attendance

Students must attend school from age 7 through 16.

Teacher Standards

. Teacher Preparation

Requirements for admission to and completion of teacher education programs vary by institution. A pilot program establishing a minimum GPA has been initiated and includes a remedial component for students failing to meet the standard.

. Certification and Relicensing

Four levels of certification are available and vary with respect to required education and teaching experience. All certificates must be renewed after a period of 5 to 10 years, and certificate renewal requires additional credits. The State Board of Education acted in October 1984 to require prospective teachers to pass tests of basic skills and subject matter prior to certification.

. Staff Development

Inservice can be used for salary increases and certificate renewal.

NEVADA

School and School District Standards

- Length of School Year (minimum)

  180 days

- Length of School Day (minimum)

  Grades 1-2: 4 hours
  Grades 3-6: 5 hours
  Grades 7-12: 5.5 hours

- Curriculum

The state mandates courses of study for grades K-12 to assist local school districts in planning and implementing school curriculum. The Nevada Secondary Course of Study outlines minimum course content in areas of study required for high school graduation.

NEW HAMPSHIRE

Student Standards

. Testing

Local school districts must test students in grades 4, 8 and 12 in communications and mathematics or at other levels to be determined by them. Proficiency standards are set by local districts using state guidelines. Most districts use test results as a diagnostic tool, although some use the tests for grade promotion and high school graduation.

. High School Graduation Requirements

Effective with the Class of 1989, students must complete 4 years of English, 2 1/2 of social studies, 2 each of mathematics and science, one year of physical education and 1/2 year each of art and computer science for high school graduation. This is an increase of 1 unit each of mathematics, science, and physical education, and 1/2 unit each of social studies, art and computers over the current requirements. The total units needed to graduate will increase from 16 to 19 3/4.

. Attendance

Students must attend school from age 6 through 16.

Teacher Standards

. Teacher Preparation

Requirements for admission to and completion of teacher education programs vary by institution.

. Certification and Relicensing

A teacher receives a beginner certificate, valid for 3 years, upon completion of an approved teacher education program. The Experienced Educator Certificate requires 3 years of teaching experience and both the beginner and experienced certificates are renewable based on at least 50 hours of inservice every 3 years. Through an Individualized Professional Development Plan, substantively qualified candidates can obtain formal certification to teach mathematics and science.

. Staff Development

Local district staff development programs are required and approved by the State Department of Education, but are implemented and funded locally. Inservice is required for certificate renewal.

NEW HAMPSHIRE

School and School District Standards

- Length of School Year (minimum)

  180 days

- Length of School Day (minimum)

  Grade 1: 4.5 hours
  Grades 2-8: 5.25 hours
  Grades 7-12: 5.5 hours, exclusive of lunch and recess.

- Curriculum

The state establishes the minimum number and types of courses offered at the high school level and defines the subject areas to be taught in elementary school.

NEW JERSEY

Student Standards

. Testing

Since 1978, students in grades 3, 6, 9 and 11 have been tested in reading and mathematics. Between 1978 and 1985 (1982 for grades 3, 6 and 11) state-developed Minimum Basic Skills (MBS) tests were used to assess student competencies and as one factor in allocating state compensatory education aid. Local school districts had to provide remediation to students performing below state-established cutoff scores.

A new testing program was initiated during the 1983-84 school year. The 3rd and 6th grade MBS tests were replaced by commercial tests chosen by each district. The State Department of Education will anchor the commercial tests to the new statewide 9th grade test and will establish passing scores for each of the major tests. The 9th grade test (the High School Proficiency Test) was administered for the first time in 1984. The new test upgraded the level of skills tested by the MBS and added a writing component. The 11th grade test was dropped in 1982.

. High School Graduation Requirements

Students must complete 4 years of English, 2 each of social studies and mathematics, 1 of science, 1 of either fine, performing or practical arts, 4 years of health and physical education, 1/2 year of career exploration and a total of 14-1/2 units.

Starting with the Class of 1985, students must pass the 9th grade MSB test in reading and computation to graduate from high school. Beginning with the Class of 1989, students must pass the HSPT.

. Attendance

Students must attend school from age six through 15.

Teacher Standards

. Teacher Preparation

Starting in 1983, students must have a minimum grade point average and pass a basic skills test (or demonstrate the elimination of the deficiency through another assessment) before entering a teacher training program. Effective spring 1985, prospective teachers must demonstrate a knowledge of subject matter major at the end of the program through a test selected by the institution.

NEW JERSEY

- Certification and Relicensing

Permanent certification is granted after successful completion of an approved program and effective Spring 1985, a passing score on the appropriate NTE Programs test.

In September 1984, the New Jersey State Board of Education adopted an "alternative" route to teacher certification. This policy, which becomes effective with the 1985-86 school year, allows local school districts to hire liberal arts graduates who have had no formal college-based teacher training. These "provisional" teachers must pass the appropriate NTE Programs examination, undergo a paid, year-long internship at the hiring school district, and receive 200 contact hours of formal instruction in education while they teach. A lifetime teaching certificate is issued upon successful completion of the internship and training program.

- Staff Development

No state inservice requirement exists at this time.

School and School District

- Length of School Year (minimum)

180 days

- Length of School Day (minimum)

4 hours

NEW MEXICO

Student Standards

. Testing

All New Mexico school districts are required to test third, fifth, and eighth grade students each spring with the appropriate level of the Comprehensive Tests of Basic Skills, Form U. In addition, the New Mexico High School Proficiency Examination is given each spring to all tenth graders in the state and to eleventh and twelfth graders who have not previously taken the test or who have failed it in the past. Students who pass the Proficiency Exam and a writing sample assessment receive a gold seal endorsement on their diplomas.

. High School Graduation Requirements

Starting with the Class of 1987, students must complete 4 years of English, 2 each of social studies, mathematics and science, 1 of physical education and 1 of fine arts or practical arts. A total of 21 units are required for graduation.

. Attendance

Students must attend school from age 6 through 17.

Teacher Standards

. Teacher Preparation

Students must pass basic skills tests in reading, writing and mathematics before they complete a teacher education program. The exams and performance standards are set by individual institutions.

. Certification and Relicensing

All applicants seeking initial teacher and administrator certification must achieve a passing score on the NTE Core Battery Tests and the required NTE Specialty Area Test(s). In addition, educators currently certified in New Mexico who seek to add a certificate or endorsement in a specialty content area must achieve a passing score on the appropriate required NTE Specialty Area Test(s). Educators whose certificates have expired and are reapplying for certification must achieve a passing score on the NTE Core Battery and the required NTE Specialty Area Test(s).

Four levels of certification are available based on education and length of teaching. All certificates must be renewed every 4 to 10 years. Some renewals require additional credits or inservice.

NEW MEXICO

. Staff Development

Staff development is required by the state and up to 4 credits of inservice can be used for recertification. State approval of local district programs is required when recertification credit is given.

School and School District Standards

. Length of School Year (minimum)

180 days

. Length of School Day (minimum)

Regular students shall be in school-directed activities, exclusive of lunch, for the following minimum time:

K:	2.5 hours/day or 450 hours/year
1-3:	4.5 hours/day or 810 hours/year
4-6:	5.0 hours/day or 900 hours/year
7-12:	5.5 hours/day or 990 hours/year

. Curriculum

Local districts are required to use a state-developed list of exit competencies (which include all subject areas) in their instructional programs. Effective fall 1984, all schools must offer either a computer course or integrate computers into the curriculum.

The state does not mandate curriculum in any subject area at any grade level.

NEW YORK

Student Standards

. Testing

Students in grades 3, 6, 8 or 9 and 11 or 12 are tested for minimum competencies in reading comprehension, writing and mathematics using the Regents Competency Tests and the Pupil Evaluation Program (PEP) tests. Test results are used to identify students in need of remediation and to allocate state compensatory education aid. The New York State Board of Regents recently expanded sixth grade and high school testing to include competency tests in science and social studies.

A requirement for a Comprehensive Assessment Report requires each school board to present to the public the results of state testing in a format provided by the state. For identified low-performing schools, a self-improvement plan will be required. If sufficient progress has not been made in correcting the deficiencies identified by the Comprehensive Assessment Report, the Education Department will require corrective measures targeted at the specific deficiency.

. High School Graduation Requirements

Until 1987, to receive a regular diploma, high school students must pass the Regents Competency tests and complete 4 years of English, 3 of social studies, 1 each of mathematics and science and a total of 16 units. These requirements were increased starting with the Class of 1988 by an additional year each of mathematics and science and with the Class of 1989 by an additional year each of social studies and art or music, for a total of 18 1/2 units. To be eligible for a Regents Diploma, graduating seniors in the Class of 1989 must fulfill the same course requirements as for a local diploma, take 3 years of a foreign language, and pass a series of subject matter examinations. Under the new requirements, students can satisfy up to 6 1/2 units through written and oral examinations.

. Attendance

Students must attend school from age of 6 through 15.

Teacher Standards

. Teacher Preparation

Requirements for admission to and completion of teacher education programs vary by institution.

NEW YORK

. Certification and Relicensing

As of September 1984, all new certification candidates will be required to pass the NTE Core Battery. The state is considering use of subject matter tests as well. The Provisional Certificate is valid for 5 years. The Permanent Certificate, which requires a master's degree and 2 years of teaching experience, is valid for life.

School and School District Standards

. Length of School Year (minimum)

180 days.

. Length of School Day (minimum)

grades K-6: 5 hours
grades 7-12: 5.5 hours

. Curriculum

The state has curriculum guidelines in all subject areas in grades K-12. In 1984, the Regents approved a plan requiring schools with a high percentage of low-achieving students to adopt a school improvement plan. They also voted to require students in grades K-9 to complete 2 years of a foreign language.

NORTH CAROLINA

Students Standards

. Testing

Since 1978, local school districts have been required to test students in grades 1, 2, 3, 6 and 9 using the California Achievement Test. Performance standards are set by the state. An 11th grade state competency test is used for high school graduation and for allocating state compensatory education aid. The legislature in 1984 mandated that children in grades 3, 6 and 9 pass a statewide achievement test to be promoted to the next grade, but specific details have not been worked out.

. High School Graduation Requirements

Students must pass an 11th grade competency test and complete four years of English, two each of social studies, mathematics and science, 1 of health and physical education and a total of 18 units to receive a high school diploma. Effective 1986-87, graduating seniors must complete 20 units.

. Attendance

Students must attend school from age 7 through 15. They must attend school a minimum of 150 days to receive credit for the school year.

Teacher Standards

. Teacher Preparation

Standards for admission into teacher education programs currently vary by institution. Effective Spring 1985, students must take the general knowledge and communications skills portions of the NTE and receive admissions counseling. A passing score on the NTE professional and subject matter exams is required for completion of the program.

. Certification and Relicensing

Completion of an approved program and a passing score on the NTE are required to otain an initial certificate. Starting in 1984, a 2 year initial certificate will be issued to beginning teachers during which time they will be evaluated and provided support. A 3 year continuing

NORTH CAROLINA

certificate is issued at the end of this provisional period. This certificate is then renewable for 5 year periods. Renewal requires additional credits or some combination of teaching experience or inservice.

. Staff Development

The state approves local school district inservice programs. Local districts require inservice which can be used for certificate renewal. A total of 15 units of credit is required for certificate renewal.

School and School District Standards

. Length of the School Year (minimum)

180 days. The legislature established a pilot program in 1984 that extends the school day to 7 hours and the school year to 200 days in two pilot districts.

. Length of the School Day (minimum)

6 hours

. Curriculum

The state identifies seven areas of study that must be included as a continuous program of studies for grades K-12. The 1984 Legislature directed the state to revise this Course of Study, to include a basic education program that must be available to all students. A competency-based curriculum is being developed on a grade by grade format as a component of the Course of Study.

Students in grades 7-12 must be given the chance to use computers.

. Other

The 1984 reform program also calls for a reduction in class size in grades four through six from 30 to 26 children per teacher.

NORTH DAKOTA

Student Standards

. Testing

There are no statewide testing requirements. However, accreditation standards require achievement and mental ability testing by local school districts twice during grades 1-6, once in grades 7 and 8, and achievement testing twice in grades 9-12.

. High School Graduation Requirements

Requirements in effect in 1984-85 include 4 years of English, 3 of social studies, 2 of mathematics, 2 of science, 1 of physical education and a total of 17 units. Starting in 1986, graduates will be required to take one complete unit each of world history and U. S. history as part of the required social studies.

. Attendance

Students must attend school from age 7 through 15.

Teacher Standards

. Teacher Preparation

Requirements for admission to teacher education programs vary by institution. Students must achieve a minimum grade point average to complete the programs.

. Certification and Relicensing

All teachers must be certificated. The Entrance Certificate is issued upon completion of an approved program and is valid for 2 years. The renewal certificate is valid for 5 years and requires 2 years of teaching experience and recommendations. Succeeding 5 year renewals require additional credits, active teaching and satisfactory recommendations plus 4 semester hours of college credit earned within the dates of the certificate.

High school (grades 9-12) teachers must teach in their major or minor fields of preparation.

. Staff Development

Accreditation standards require all teachers to earn 4 semester hours of college credit plus 64 clock hours of inservice training within the last 5 years.

NORTH DAKOTA

School and School District Standards

- Length of the School Year (minimum)

  180 days

- Length of the School Day (minimum)

  The minimum school day is 5 1/2 hours for elementary students (grades 1-6) and 6 hours for grades 7-12 exclusive of lunch.

OHIO

Student Standards

. Testing

As part of the state's 1983 Minimum Standards for Elementary and Secondary Education, students must be tested once each in grades 1-4, 5-8 and 9-11 in basic skills. School districts must provide remedial help to those who fail these competency-based tests. Competency standards are set locally and may be used for placement and/or promotion.

. High School Graduation Requirements

According to the 1983 Minimum Standards for Elementary and Secondary Education, students must complete 3 years of English, 2 years each of social studies and mathematics, 1 year of science, 1/2 year each of health and physical education, and a total of 18 units, to graduate from high school. The effective date of this requirement is September 1987.

. Attendance

Students must attend school between age 6 and 18.

Teacher Standards

. Teacher Preparation

Criteria for admission to and completion of teacher education programs are set and vary by institution.

. Certification and Relicensing

Three levels of certification are available. The Provisional Certificate is valid for 4 years and can be renewed with teaching experience or 6 credits. The Professional Certificate requires 27 months of teaching experience and 18 credits beyond the bachelor's degree and is valid for 8 years. Applicants for the Professional Certificate must be employed full time in an Ohio school and may renew the certificate under the same conditions as those governing the Provisional Certificate. The Permanent Certificate requires 45 months teaching under the Professional Certificate and a master's degree.

. Staff Development

The legislature funds a Teacher Development Program which supports approximately 95 projects within each of the four regions of the state. The programs are designed to help teachers gain new skills, refine abilities, and become familiar with new teaching methodologies and knowledge.

OHIO

School and School District Standards

- Length of the School Year (minimum)

  182 days

- Length of School Day (minimum)

  5 hours

- Curriculum

The state's Minimum Standards require competency-based education in the basic skills, require courses of study to be adopted for each subject taught, and provide suggested curriculum and criteria for selecting instructional materials. The locally developed courses of study establish the basis for curriculum and instruction.

- Other

The state's Minimum Standards also mandate a code of conduct for each school district which addresses student rights, due process and issues related to school conduct.

By 1986, the pupil/teacher ratio should not exceed 25:1 in grades K-4. This replaces a 27:1 ratio.

OKLAHOMA

Student Standards

. Testing

There are currently no statewide testing requirements. The School Testing Act requires the State Board of Education to present a testing plan to the legislature in January 1985.

. High School Graduation Requirements

Until 1987, graduating high school seniors must complete 18 units, including 4 in English, 1-1/2 in social science, and 1 each in mathematics and science. Effective that year, high school graduates will need 20 units, including 1 additional year each in mathematics and science and 1/2 unit in World History.

. Attendance

Students must attend school from age 7 through 17.

Teacher Standards

. Teacher Preparation

A minimum grade point average and evidence of adequate reading, writing, and verbal communication skills, as demonstrated by appropriate academic course work and an interview with an admissions committee, are required for admission to, and completion of, teacher education programs.

. Certification and Relicensing

Since 1982, candidates completing requirements for their first teaching license must pass a curriculum examination in the subject field for which they are seeking certification. The license is good for the first year of teaching, which is a supervised internship including staff development and evaluation. If needed, this license can be renewed once. The Standard Certificate is issued after successful completion of the internship year. It is valid for 5 years and may be renewed with 8 credits or 3 years of experience.

. Staff Development

The State Department of Education requires that all teachers and administrators receive at least 75 hours of inservice every 5 years. Staff development plans are developed by local school districts, approved by the State Board of Education, and receive some state financial support.

OKLAHOMA

School and School District Standards

- Length of School Year (minimum)

  180 days

- Length of School Day (minimum)

  K: 2.5 hours
  1: 5 hours
  2-12: 6 hours

- Curriculum

Legislation passed in 1981 requires local school districts to teach basic skills in grades K-12 in the areas of reading, English, writing, the use of numbers, social studies and science. The state is developing suggested learner competencies with two strands at the high school level, life skill career and college preparatory, during 1984-85. The state has developed suggested learner outcomes for grades 1-8.

OREGON

Student Standards

. Testing

Local school districts must incorporate competencies in reading, writing, speaking, listening, mathematics and reasoning into their high school graduation requirements and assess them using tests or other measures of student achievement. The state does not set or recommend the number of competence statements required for graduation nor the level of proficiency to be achieved. Beginning with the Class of 1984, competencies in reasoning were included.

. High School Graduation Requirements

Students graduating before 1988 must complete 21 units, including 3 years of English, 3-1/2 years of social studies, 1 each of mathematics and science, 2 of physical education and health, 1 of fine arts, applied arts or foreign language, and 1/2 of career development. Starting with the Class of 1988, students must take a total of 22 units, including an additional year each of mathematics and science. Students must demonstrate competence in reading, writing, mathematics, speaking, listening and reasoning.

. Attendance

Students must attend school from age 7 through 18.

Teacher Standards

. Teacher Preparation

All institutions voluntarily use the California Achievement Test with a statewide cutoff score, and a minimum grade point average to screen for admission to teacher education programs. Criteria for evaluating prospective teachers at the end of teacher education programs vary by institution.

. Certification and Relicensing

Upon completion of an approved program, teachers receive a Basic Certificate which is valid for 3 years and is renewable. The Standard Certificate is valid for 5 years and requires 45 credits of study and two years of teaching on the Basic Certificate. High school and special education teachers must attain the Standard Certificate.

OREGON

- Staff Development

Inservice training is planned and conducted by local school districts. The state requires local districts to adopt and implement plans for staff development.

School and School District Standards

- Length of School Year (minimum)

175 days

- Length of School Day (minimum)

Not specified

- Curriculum

The state mandates the subject areas that must be taught in grades 1-8. School districts must also provide their high school students with elective educational opportunities sufficient to satisfy the high school graduation requirements and which include applied arts, fine arts, foreign language, and vocational education.

PENNSYLVANIA

Student Standards

. Testing

Beginning in 1984-85, students will be tested in grades 3, 5 and 8 in reading and mathematics. Those failing the statewide test will be placed in a state-funded remedial program.

. High School Graduation Requirements

Until 1989, high school graduates must complete 13 units in their last three years of high school, including 3 years of English, 2 years of social studies and 1 each of mathematics and science. Starting with the Class of 1989, students will have to take 21 units in four years, including 4 years of English, 3 each of social studies, mathematics and science, and 2 of arts and humanities.

. Attendance

Students must attend school from age 8 through 16.

Teacher Standards

. Teacher Preparation

Criteria for admission to, and completion of, teacher education programs vary by institution.

. Certification and Relicensing

Teachers receive an Initial Certificate upon completion of an approved teacher education program that is valid for 6 years and not renewable. The Permanent Certificate requires 24 credits and 3 years of experience, or inservice in lieu of the credits. Effective June 1987, new teachers will have to pass a test of basic skills, general knowledge, professional knowledge and subject matter, and complete a one-year internship. Teachers will be required to earn continuing education credits.

. Staff Development

Staff development is a required element in mandated salary range plans for local school districts. The State Department of Education establishes guidelines for inservice credits used for recertification.

PENNSYLVANIA

School and School District Standards

- Length of School Year (minimum)

  180 days

- Length of School Day (minimum)

  K: 2.5 hours
  1-6: 5 hours
  7-12: 5.5 hours

- Curriculum

The State Department of Education sets minimum curriculum requirements for grades K-12 and is developing mandated curriculum guidelines. The state has prescribed learning objectives for each of its 12 Goals of Quality Education: communications skills, mathematics, science and technology, citizenship, arts and the humanities, analytical thinking, family living, work, health, environment, self-esteem, and understanding others.

RHODE ISLAND

Student Standards

. Testing

Beginning in 1985-86, the state plans to test all students in grades 3, 6, 8 and 10 in reading, writing, mathematics and study skills. Skills to be added to the testing in subsequent years are computer literacy, health and fitness, reasoning and analysis, and life skills. The testing is designed to monitor student performance and is not linked to the granting of diplomas or to grade promotion. Prior to 1985-86, the state tested a sample of students in grades 4, 6, 8 and 10 in basic and life skills.

. High School Graduation Requirements

Graduating seniors must complete 16 units, including 4 years of English, and 1 year each of social studies, mathematics and science. Effective with the Class of 1988, college-bound students have to take 18 units, with 4 years of English, 3 years of college-preparatory mathematics, 2 years each of laboratory science, the same foreign language, and social studies, and 1/2 unit each of computer literacy and art. Effective with the Class of 1989, career-bound students must take 16 units, including 4 years of English and 2 years each of social studies, mathematics and science.

. Attendance

Students must attend school from age 7 through 15.

Teacher Standards

. Teacher Preparation

Criteria for admission to, and completion of, teacher education programs vary by institution.

. Certification and Relicensing

The Provisional Certificate is valid for 3 to 6 years, depending upon the area. The one exception is the vocational education provisional certificate, which is valid for 10 years.

The Teaching Certificate requirements vary by area, with the requirement for years of experience ranging from 3 to 8 years and the academic requirement ranging from 36 semester hours beyond the bachelor's degree to a master's degree in the area. Administrative and Support Service Certificates have varying requirements in terms of additional experience and coursework.

RHODE ISLAND

- Staff Development

The state does not require inservice programs.

School and School District Standards

- Length of School Year (minimum)

180 days

- Length of School Day (minimum)

Kindergarten students must attend school for at least 2 1/2 hours. Elementary students must attend school for 5 hours and secondary students for 5-1/2 hours, exclusive of lunch and recess.

- Curriculum

The Board of Regents for Elementary and Secondary Education is considering adoption of a basic education program, which consists of standards in curriculum, school-community relations, student support services, and management and administration. If these standards are adopted as regulations, they would represent the minimum each school district would have to offer to its students. Also, the standards would be the basis on which schools are approved.

SOUTH CAROLINA

Student Standards

. Testing

Since 1978, students in grades 1, 2, 3, 6 and 8 have been tested for basic skills in mathematics, reading and writing. Competency standards are set by the State Board of Education and test results are used for diagnosis. Starting in 1984, remediation is required for all students who do not meet the state's standards. Students in grade 10 will also be assessed in basic skills.

. High School Graduation Requirements

Until 1987, students must complete 18 units, including 4 years of English, 3 of social studies, 2 of mathematics and 1 each of science and physical education and health. Effective with the Class of 1987, students will have to take an additional year each of mathematics and science, for a total of 20 units; take at least 4 units each year in grades 9-12; and pass the 10th grade basic skills exam for graduation.

. Attendance

Students must attend school from age 6 through 16, and high school students must attend 170 days out of 180. 1984 legislation mandates kindergarten attendance.

Teacher Standards

. Teacher Preparation

Students must pass the South Carolina Education Entrance Exam, a test of basic skills in reading, writing and mathematics, before admission to a teacher education program. Student teaching is evaluated using a performance assessment instrument. New legislation mandates practical field experience in every year of teacher training.

. Certification and Relicensing

Applicants passing a subject area test (the NTE where applicable) and completing an approved program receive a one-year provisional certificate. Beginning teachers are evaluated three times in the first year, using a performance assessment instrument. The provisional contract can be renewed one additional year. The Standards Certificate is valid for 5 years and can be renewed with 6 credits or inservice in lieu of 3 credits. Professional Certificates, also valid for 5 years, require additional course work.

SOUTH CAROLINA

- Staff Development

State aid is provided for inservice training, which is planned and implemented locally. Inservice credit can be used toward certification renewal.

School and School District Standards

- Length of School Year (minimum)

180 days. 1984 legislation extended the teachers' year by 5 days to 190 days.

- Length of School Day (minimum)

Grades K-6: 6 hours including lunch.

Grades 7-12: 6 hours, exclusive of lunch, homeroom, recess and other non-school activities.

- Curriculum

The state has a Defined Minimum Program that specifies instructional areas for all grades and the number of minutes to be spent weekly on each area for elementary grades. Science has been included in statewide education objectives and basic skills testing program for grades 1 through 8. In grades 9-12, a minimum of 40 course offerings must be provided each instruction term, with the state specifying the minimum number and type of courses in each instructional area.

- Other

1984 legislation establishes an average student/teacher ratio for mathematics, language arts and secondary schools of 30:1.

SOUTH DAKOTA

Student Standards

. Testing

Statewide achievement testing is required in grades 4, 8, and 11.

. High School Graduation Requirements

Through 1986, the state requires 4 years of English, 2 years of social studies, 1 each of mathematics and science and a total of 16 units for high school graduation. Students graduating in 1987 will need an additional year each of mathematics and science, for a total of 18 units; those graduating in 1988 will need 19 units; and after that 20 units, including an additional year of social studies and one-half year each of computer science and fine arts.

. Attendance

Students must attend school from age 7 through 15.

Teacher Standards

. Teacher Preparation

Criteria for admission to, and completion of, teacher education programs vary by institution.

. Certification and Relicensing

Upon completion of an approved program, teachers receive a Basic Certificate valid for 5 years. It can be renewed with 6 credits or inservice in lieu of 3 credits. Until 1983, teachers could obtain an advanced certificate with a master's degree and 5 years of teaching experience. Legislation has been proposed to institute a 3-level career ladder system.

School and School District Standards

. Length of School Year (minimum)

175 days

. Length of School Day (minimum)

K: 2.5 hours
1-3: 4 hours
4-12: 5.5 hours

TENNESSEE

Student Standards

. Testing

As part of the state's mandated testing program, students will take criterion-referenced achievement tests in grades 3, 6, and 8. These "Basic Skills First" tests are checkpoint measures of student progress relative to the state's Basic Skills First curriculum in mathematics and reading. Students in grades 2, 5, and 7 will take norm-referenced achievement tests covering reading, language, mathematics, science, and social studies. Both the criterion-referenced and norm-referenced tests will be administered statewide beginning in the spring of 1985.

In order to graduate from a Tennessee (public or approved private) high school, students must pass the Tennessee Proficiency test, a test of basic skills in mathematics and language arts (including reading, grammar, and spelling). The test is first administered in the ninth grade, and it may be re-taken once each year of high school except in the senior year when it may be taken twice. Once the test (or a subtest thereof) has been passed, it does not have to be re-taken.

. High School Graduation Requirements

Until 1987, high school seniors must complete 18 units for graduation, including 4 years of English, 1-1/2 years each of social studies and health and physical education, and 1 year each of mathematics and science. After that year, students must take an additional year each of mathematics and science, for a total of 20 units. Additionally, the State Board of Education has approved a minimum curriculum recommended for college preparation.

As noted in the section on Testing, students will also be required to pass a basic skills proficiency test to graduate from high school.

. Attendance

Students must attend school from age 7 through 16.

Teacher Standards

. Teacher Preparation

Currently, all students wishing to enter teacher training programs at state-approved institutions must submit a (passing) score on the California Achievement Test or the Pre-Professional Skills Test. Effective July 1, 1985, scores from the California Achievement Test will no longer be acceptable. Beginning in 1985-86, candidates must also pass a written

TENNESSEE

composition test. Students must obtain a minimum grade point average and pass the National Teacher Exam Core Battery and an appropriate Specialty Area Exam prior to certification. (NOTE: The NTE Specialty Area Exam requirement is currently waived until examinations are available for all or most certification endorsement areas.)

- Certification and Relicensing

Tennessee is currently implementing a career ladder program for teacher certification/recertification. Upon completion of an approved teacher preparation program and passage of the NTE, applicants receive a one-year Probationary Certificate. Upon successful completion of one year's service, teachers receive three-year Apprentice Certificates. Teachers holding the Probationary and Apprentice Certificates must be evaluated each year by the local school authorities using either a locally-developed evaluation model approved by the State Board of Education or a state-developed local evaluation plan. In the final year of Apprentice Certificate validity, the State Department of Education will conduct vertification evaluations of teachers' local evaluation results. If the state vertification is positive, the teacher receives a Career Level I Certificate; if verification is negative, a remediation program with re-evaluation is mandated. If evaluation results following the remediation program are still negative, termination of the teacher is mandatory.

The Career Level I Certificate is valid for five years and is renewable. During the period of certificate validity, the teacher must complete at least two full cycles of evaluation conducted by local officials. In the final year of Career Level I Certificate validity, the State Department of Education will conduct verification evaluations similar to those for Apprentice Certificate holders moving to Career Level I. (Termination is not mandatory for Career Level I teachers whose post-remediation evaluation results remain negative; however, state funding may be lost for such teachers' positions.)

The state verification evaluation is required only for Career Level I Certificate holders who choose to renew the certificate. The Career Level I Certificate may be superceded by the Career Level II Certificate after five years' certification at Level I; it is obtainable upon successful completion of an evaluation conducted by state evaluators. The Career Level II Certificate is valid for five years (as is the Level I Certificate) and may be renewed or replaced by a Career Level III Certificate obtainable through successful evaluation by state personnel after five years of certification at Level II. Both the Career Level II and Career Level III Certificates require two full cycles of evaluation conducted by state officials during the term of certificate validity.

TENNESSEE

In addition to the evaluation requirements for certificate maintenance, all Career Level I, II, or III Certificate holders with less than a Masters Degree must obtain a 3.00 grade point (4.00 scale) for one academic course to be taken during the term of certificate validity. The course must be relevant to the teacher's existing endorsement area(s) unless the teacher is adding additional endorsements.

Similar career ladders have been structured for principals, assistant principals, and instructional supervisors. Career ladders for other educational professionals may also be developed in the future.

A transition plan for current teachers to enter the Career Ladder Program is being implemented during 1984-85.

. Staff Development

Five days of inservice training are required and an additional five days are optional. One component of the evaluation process for certification/re-certification addresses professional development, and a state-developed program, the Tennessee Instructional Model, is available for use by local districts.

School and School District Standards

. Length of School Year (minimum)

The minimum school year was extended to 200 days under legislation passed in 1984; 180 of those 200 days are designated as instructional days and five are for inservice education.

. Length of School Day (minimum)

6.5 hours

. Curriculum

The state is currently developing mandated curriculum for all subject areas.

TEXAS

Student Standards

. Testing

Criterion-referenced minimum competency tests in reading, writing, and mathematics are currently administered to students in grades 3, 5 and 9. Beginning in 1985-86, students in Grades 1, 3, 5, 7, and 9 will be tested in reading, writing, and mathematics. A secondary exit-level assessment instrument in mathematics and English language arts will be administered to eleventh graders. A pupil who has not performed satisfactorily on the exit-level test by the time the twelfth grade is completed shall not receive a diploma until satisfactory performance is achieved.

. High School Graduation Requirements

The state requires 18 units, including 3 years of English, 2-1/2 years of social studies and 2 years each of mathematics, science and health and physical education for high school graduation through 1988. Ninth grade students in 1984-85 and thereafter must complete an additional year each of English and mathematics, another 1/2 year of social studies and a total of 21 credits, and they must pass a basic skills minimum competency test. Students will receive an "advanced" high school program seal on their transcripts if they take 22 credits, including one year each of fine arts and computer science, 2 years of a foreign language, an additional year of science and an advanced English class.

. Attendance

Students who are as much as 7 years of age, or who are less than 7 and have been previously enrolled in first grade, and who had not completed the academic year in which their 16th birthday occurred must attend school.

. Other

1984 legislation prohibits students with a grade below 70 in any course from participating in extracurricular activities.

Teacher Standards

. Teacher Preparation

Starting in May 1984, students applying for admission to a teacher education program must pass the Pre-Professional Skills Test of basic skills in reading, writing and mathematics. Criteria for evaluating students completing teacher training programs vary according to the standards under which the institutions are currently approved. Until 1985, when new standards become effective for all institutions, teacher education institutions have three sets of criteria for approval.

TEXAS

- Certification and Relicensing

Currently the state issues two permanent certificates, the Provisional (baccalaureate level) and the Professional (graduate degree level), upon completion of an approved program. Starting in 1986, candidates must pass a certification exam at graduation prior to certification and new certification classifications will be implemented. A 3-year provisional certificate will be renewable one time; a 7-year standard certificate will be renewable indefinitely with a valid certificate, a recommendation by a local school district, and 12 hours of advanced coursework; and a professional certificate, valid for life, which requires a master's or doctorate degree. By June 1986, current teachers must pass a one-time basic skills and subject area competency test, with preparation and remediation available.

- Staff Development

The state mandates 8 days of inservice and preparation for all teachers, including one day devoted to special education. Each school must submit a plan to the state showing how this time will be used, but no formal approval process exists. Four days must be allowed for teacher preparation, two of which must be immediately preceding the beginning of school.

School and School Districts Standards

- Length of School Year (minimum)

175 days

- Length of School Day (minimum)

The school day must be taught for not less than 7 hours each day, with 5-3/4 hours of instructional time in grades 1 through 3, and 6 hours in grades 4-12.

- Curriculum

Legislation enacted in 1981 established a statewide basic curriculum in 12 subject areas for grades K-12. The State Board of Education developed essential curriculum elements in every grade level for each subject area. This curriculum, which includes computer literacy in the junior high school program, will be fully implemented in 1985-86. Effective 1985-86, students must pass a one-semester computer literacy course or a state test before 9th grade.

UTAH

Student Standards

. Testing

Local school districts must test students in reading, writing, speaking, listening, arithmetic, democratic governance, consumerism, problem-solving and other areas selected by the district to identify students in need of remediation and to assess competencies for high school graduation. Local districts choose the test and set competency standards. The local district also determines what grade levels to assess. Students must be assessed, however, during or at the completion of the primary grades (3), the intermediate grades, and grades 8, 10 and 12.

Since 1975, the Statewide Educational Assessment program has monitored the performance of a representative sample of 5th and 11th graders on a variety of academic (reading, mathematics, and English) and non-academic measures of school outcomes and processes.

. High School Graduation Requirements

Until 1988, graduating seniors must complete 15 units, including 3 years of English, 2 of social studies, 1-1/2 of health and physical education and 1 each of mathematics and science. Starting with the Class of 1988, graduates must complete a minimum of 24 units, including an additional year each of social studies, mathematics, science and vocational education, 1-1/2 years of arts and 1/2 year of computer studies.

. Attendance

Students must attend school from age 6 through 17.

Teacher Standards

. Teacher Preparation

Criteria for admission to, and completion of, teacher education programs vary by institution.

. Certification and Relicensing

Graduates of approved teacher education programs receive a basic certificate which is valid for 5 years and can be renewed with 6 credits or 3 years experience. The Professional Certificate is valid for 5 years and requires a master's degree or 36 credits plus 3 years experience or inservice in lieu of the experience.

UTAH

. Staff Development

The state provides stipends to teachers for attendance at selected workshops, which can be used for credit.

School and School District Standards

. Length of School Year (minimum)

180 days

. Length of School Day (minimum)

Not specified. The state recommends the following standards for instructional time:

K:	750 minutes per week
1-6:	1650 minutes per week
7-12:	150 hours per unit of credit

. Curriculum

The state is developing and implementing an extensive objective-based core curriculum at all grade levels.

VERMONT

Student Standards

. Testing

Students must pass a statewide test of competencies in reading, writing, listening, mathematics and reasoning for high school graduation, and beginning with the 8th grade Class of 1989, for promotion from 8th grade.

. High School Graduation Requirements

Until 1989, high school seniors must complete 15.5 units, including 4 years of English, 2 years of social studies and 1 each of mathematics and science. The State Board of Education added 1 year of social studies, 2 years each of mathematics and science, 1 of art and 1-1/2 year of health and physical education to these requirements, but kept the total at 15.5 units for students graduating as of 1989. Students must also pass a minimum competency test. (See Testing above.)

. Attendance

Students must attend school from age 7 through 16. Legislation passed in 1984 permits local school districts that do not offer kindergarten programs to pay tuition to state-approved programs in private schools for kindergarten students.

Teacher Standards

. Teacher Preparation

Criteria for admission to, and completion of, teacher education programs vary by institutions, but most base admission on minimum grade point averages and basic competency testing.

. Certification and Relicensing

Upon completion of an approved teacher education program, teachers receive an initial certificate valid for 3 years. A Continuing Certificate is awarded after 3 years of successful teaching and is valid for 7 years. Teachers need 9 credits of "activity" per endorsement area every 7 years for renewal of this certificate.

. Staff Development

The state does not require local inservice programs, but approves inservice programs used for certificate renewal.

VERMONT

School and School District Standards

- Length of School Year (minimum)

  175 days

- Length of School Day (minimum)

  K: 2 hours
  1-2: 4 hours
  3-12: 5.5 hours

- Curriculum

The state is implementing a set of performance requirements that cover all curriculum areas, including specific learning outcomes required in each area.

VIRGINIA

Student Standards

. Testing

The state administers standardized tests to students in grades 4, 8 and 11. Test scores are used to allocate state compensatory education funds. A minimum competency test is required for high school graduation. This test is given to all 10th grade students and those who fail may retake the test in 11th and 12th grades. The state is field-testing criterion-referenced tests that will assess the learning objectives contained in the state's Standards of Learning for mathematics, language arts, science, social studies and health.

. High School Graduation Requirements

Students graduating before 1988 must complete 4 years of English, 3 years of social studies, 2 years of health and physical education, 1 year each of mathematics and science and a total of 18 units. Starting in 1988, graduating seniors must complete 20 units, including a second year each of mathematics and science and a third year of either math or science, and be competent in 12 computer skills. Students will need three years of mathematics, science and foreign language and a total of 22 units to obtain an advanced diploma.

Students must also pass a minimum competency test to graduate from high school. (See Testing above).

. Attendance

Students must attend school from age 5 through 16.

Teacher Standards

. Teacher Preparation

Although criteria for admission to teacher education programs vary, the state requires that admission standards equal or exceed those for other programs in an institution. All schools require that students completing a teacher training program achieve a specified minimum grade point average.

. Certification and Relicensing

Candidates for certification have submitted NTE Core Battery and Specialty Area Exam scores for several years, but the state did not establish proficiency standards until July 1984. The Collegiate Professional Certificate, which requires a baccalaureate degree, is valid for 5 years and requires 6 credits or inservice in lieu of 3 credits for renewal. The Post-graduate Professional Certificate is also valid for 5 years and requires a master's degree or Ph.D. and 3 years of experience.

VIRGINIA

Starting in July 1984, the state will issue 2-year, non-renewable provisional certificates to beginning teachers. Teachers will be evaluated on 7 competencies during that period.

. Staff Development

Staff development is required and approved non-credit courses may be used for certificate renewal.

School and School District Standards

. Length of School Year (minimum)

180 days

. Length of School Day (minimum)

K: 3 hours

1-12: 5 1/2 hours, excluding lunch

Effective fall 1984, students cannot be excused for participation in extracurricular activities until they have completed a minimum of 5-1/2 hours of class time per day.

. Curriculum

The state specifies areas of instruction for grades K-7 and middle and junior high schools, and minimum course offerings for secondary schools.

Under the Standards of Learning program, the State has established detailed and sequential learning objectives for each grade in eight subject areas: English, mathematics, social science, science, health, physical education, fine arts, and foreign language. Local school districts must use these objectives as references for designing local curriculum and instructional programs.

WASHINGTON

Students Standards

. Testing

The legislature enacted a bill in 1984 requiring achievement testing of 8th graders in reading, mathematics and language arts. The legislation also authorized the development of a life skills test. A sampling of 4th graders have been tested every year in reading, mathematics and language arts since 1978. A sampling of 11th graders is now conducted every 2 years.

. High School Graduation Requirements

Until 1989, high school students must complete 2 years of English, 1-2/3 years of social science, 1 year each of mathematics and occupational education, and 2/3 years each of science and health and 2 years of physical education. A total of 15 units is required for graduation. Starting with the Class of 1989, students must complete 16 units, including an additional year each of English, social science and mathematics, and 1-1/3 years more of science.

. Attendance

Students must attend school from age 8 through 14.

Teacher Standards

. Teacher Preparation

Institutions must include 8 selection criteria in their admissions policies for teacher education programs, and validate students' mastery of skills upon completion of these programs.

. Certification and Relicensing

The Initial Certificate is valid for 4 years and requires additional credits for renewal. Teachers must also enroll in a planned continuing level program. The Continuing Certificate requires 45 quarter hours of additional graduate credit and 3 years of successful experience and is valid for as long as one teaches, but must be renewed every 7 years.

. Staff Development

The state has developed regional technial assistance programs for inservice training. The legislature has appropriated special funds for inservice training in mathematics, science and computer technology. The legislature also provided funding for computer demonstration centers which provide inservice as well as other programs.

WASHINGTON

School and School District Standards

- Length of School Year (minimum)

  180 days

- Length of School Day (minimum)

The average number of hours required each day to meet a total program hour offering requirement are:

K: 2.5 hours
1-3: 5 hours
4-6: 5.5 hours
7-8: 5.5 hours
9-12: 6 hours

- Curriculum

School districts must develop a program of student learning objectives for all courses of study.

The legislature enacted a measure that provides for the state department of education to develop model curriculum in 3 core subjects a year. It also requires local school districts to establish an annual process of identifying measurable goals to improve educational excellence.

WEST VIRGINIA

Student Standards

. Testing

Census testing is conducted at grades 9 and 11 in October and grades 3 and 6 in April.

. High School Graduation Requirements

Starting with the class of 1985, high school graduates must complete 4 years of English, 3 years of social studies, 2 years of mathematics and 1 year each of health and physical education and science, with a total of 20 units required. This replaced a requirement of 17 units, including one less year each of mathematics and health and physical education combined.

. Attendance

Students must attend school from age 6 through 15.

. Other

As of January 1984, students must maintain a C average the previous semester to participate in non-academic extracurricular activities.

Teacher Standards

. Teacher Preparation

Criteria for admission to teacher education programs vary by institution. Beginning in 1985, students in approved teacher preparation programs will be required to pass a basic skills proficiency test, a content area test, and a professional education performance assessment.

. Certification and Relicensing

Graduates of approved teacher education programs receive an initial certificate which is valid for 3 years and can be renewed with 6 credits in accordance with a continuing education agreement approved by the county superintendent and an evaluation. The Professional Certificate valid for five years requires three years of teaching experience and six semester hours of renewal credit subsequent to the issuance of the certificate being converted. A permanent Professional Certificate may be granted on the basis of the completion of a master's degree relevant to the improvement of instruction and five years of acceptable educational experience. An alternate route to permanent certification is the third renewal of the Professional Certificate.

WEST VIRGINIA

. Staff Development

Staff development programs are designed after a needs assessment has taken place. The state designates 3 instructional days per year for continuing education. Local school districts plan the programs which are monitored by the State Department of Education. The state is designing a model of on-the-job training in shortage areas.

School and School District Standards

. Length of School Year (minimum)

180 days

. Length of School day (minimum)

K: 2 1/2 hours
1-4: 5 1/4 hours
5-12: 5 3/4 hours

Instructional time allocations for all required programs of study (e.g., reading) are specified as percentage ranges.

. Curriculum

The state is developing learner outcomes for all required programs of study and an outcome-referenced testing program to assess student attainment of these outcomes. This will include a computer literacy program of study in all grades. A State-wide microcomputer educational network has been developed and implemented to enhance curricular, instructional, evaluation, and educational personnel activities.

. Other

In response to 1981 legislation and a court order, the state established 12 standards and 145 indicators of educational excellence. School districts must submit "excellence plans" annually to the state for review and approval and receive an on-site evaluation every four years.

WISCONSIN

Students Standards

. Testing

The state has had a Competency-Based Testing (CBT) program with voluntary local school district participation since 1982. Local districts may construct their own tests based on locally selected competencies using the CBT test item data bank or use a prepared "shelf test" to assess minimum competencies in reading, language arts and mathematics. Students are tested once in grades 1-4, 5-8 and 9-10 and proficiency standards are set locally. The recently completed shelf tests are designed for use in grades 3, 7 and 10. The item bank will ultimately contain enough items to construct tests for any given set of competencies for any grade level.

. High School Graduation Requirements

Starting with the Class of 1989, students must complete 13.5 units, including 4 years of English, 3 years of social science, 2 years each of mathematics and science, 1/2 year of health, 1 1/2 years of physical education and 1/2 year of computer science. Districts are encouraged to provide at least 8-1/2 more units. Until that time, high school graduation requirements are set by local school districts.

Under the new requirements, students must also have been in class or in an approved activity for each class period during high school.

. Attendance

Students must attend school from age 6 through 17.

Teacher Standards

. Teacher Preparation

Criteria for admission to, and completion of, teacher education programs vary by institution.

. Certification and Relicensing

The regular license is valid for 5 years and can be renewed with 6 credits or inservice in lieu of the credits. This policy was effective July 1983 and replaced a permanent license which was issued after 3 years of teaching in the state. Those teachers granted a "life" license before that time are not required to renew their license or meet the credit requirement.

WISCONSIN

- Staff Development

State law requires inservice for all teachers. If credit is to be applied toward certificate renewal, inservice must be approved by the state.

School and School District Standards

- Length of School Year (minimum)

180 days, with 175 days of actual instruction.

- Length of School Day (minimum)

None specified.

- Curriculum

The state develops curriculum guides to serve as models to local school districts. The State Department of Public Instruction recently received legislative approval to develop well-articulated curricula in 11 major subject areas for grades K-12.

WYOMING

Student Standards

. Testing

Statewide testing is not required in Wyoming. The legislature funded a statewide assessment of students in grades 4, 8 and 11 in 1983-84 using the National Assessment of Educational Progress to assess student achievement. The assessment process will continue in 1986 with testing in the areas of mathematics, science, computer literacy and reading. Students in grades 3, 7 and 11 will be included in the sample.

. High School Graduation Requirements

High school students must complete 18 units, including 1 year of social studies. Local school districts determine remaining course requirements.

. Attendance

Students must attend school from age 7 through 15 or the completion of the eighth grade.

Teacher Standards

. Teacher Preparation

Admission to the only teacher education program in the state (the University of Wyoming) is based on results of the California Achievement Test and an interview. The University certifies that students have successfully completed the program. The State Board of Education has authorized the application of state program approval standards to the Unversity of Wyoming.

. Certification and Relicensing

The initial certificate is valid for 5 years and can be renewed with 5 credits or inservice in lieu of the credits. The professional certificate, which is valid for 10 years, requires a master's degree and 5 years experience and can be renewed with 10 hours of advanced coursework, state-approved inservice, or professional growth credit.

. Staff Development

Local school districts file inservice plans, based on local needs, with the state education department, which must approve any inservice used toward certificate renewal. The state also requires all new and veteran teachers to acquire 2 credit hours each in special education, reading and human relations.

WYOMING

School and School District Standards

- Length of School Year (minimum)

  180 contact days for teachers; 175 pupil-teacher contact days.

- Length of School Day (minimum)

  K: 2 1/2 hours
  1-8: 5 hours
  9-12: 6 hours

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